R E P O R T   R E S U M E S

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TRAINING PROGRAM FOR TEACHERS AND LEADERS OF GAINFUL
EMPLOYMENT TRAINING PROGRAMS IN HOME ECONOMICS, FINAL REPORT.
BY- COZINE, JUNE   AND OTHERS
OKLAHOMA STATE UNIV., STILLWATER, RES. FOUNDATION
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THIRTY-TWO PARTICIPANTS ATTENDED A 4-WEEK TRAINING SEMINAR UNDER THE DIRECTION OF SIX MEMBERS OF OKLAHOMA STATE UNIVERSITY'S HOME ECONOMICS STAFF. FOUR COURSES WERE OFFERED. FOUR HOURS PER DAY WERE ALLOTTED FOR SPECIAL GROUP EXPERIENCES, 1 TO 2 HOURS DAILY FOR GENERAL SESSIONS INVOLVING ALL PARTICIPANTS, AND THE BALANCE OF THE DAY FOR GROUP CONFERENCES, ADDITIONAL OBSERVATIONS, AND READINGS. FIELD TRIPS WERE CONDUCTED. A PARTICIPATION EVALUATION SHEET WAS COMPLETED AT THE END OF THE SEMINAR. THE CONSENSUS WAS THAT THE OBJECTIVES OF THE SEMINAR HAD BEEN MET. (HS)

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Final Report for Project #286 - OE-5-85-100

Training Program for Teachers and Leaders of Gainful Employment Training Programs in Home Economics

Part A

Okl. ~~State~~ University
of Agriculture +
Applied Sci. Research
Stillwater Okla.

Part A - Overall Statement

1. Brief Description of the Program

A four weeks training program for teachers and leaders of Gainful Employment in Home Economics was held at Oklahoma State University, June 7 - July 2, 1965. A financial grant for the program was approved by the Research and Planning Branch of the Vocational Division of the U.S. Office of Education. Thirty-two participants were enrolled -- 26 vocational home economics teachers from Oklahoma, 2 home economics teachers from Wichita, Kansas, 3 graduate students from Oklahoma State University and 1 representative for the Home Economics Education Staff of the Louisiana Vocational Program.

Staff for the program consisted of six home economists (3 full-time and 3 part-time) with special training and experience in child care, clothing, food and home economics education. Members of the Home Economics Education Staff of the Oklahoma Vocational Program served as special consultants and assisted with the pre-planning and some presentations. Representatives of related agencies, programs, industrial firms and private services gave special presentations and demonstrations. The director of Family Life and Home Economics Program of the Tulsa Public School System was a visitor for part of the program.

Four courses were offered with all participants taking the course, Education for Gainful Employment in Home Economics. Each participant chose one course from the three courses aimed at providing leadership training for Child Care Service Workers, Clothing Service Workers, or Food Service Workers.

A flexible schedule was maintained throughout the four weeks but for the majority of the time a four hour period was alloted daily to the three groups for special group experiences; one to two hours for general sessions with all participants; and the rest of the day for individual or group conferences, additional observations, readings, etc. Two full-day field trips were scheduled and several shorter field trips were provided in all three areas. A variety of teaching methods, learning experiences, and audio-visual materials were used. Individual and small group conferences were held frequently and since all participants were living on campus there were many informal meetings. Weekly schedules were developed by the planning group which was made up of the staff members and a representative from each of the three areas. A special packet of resource materials was provided for each trainee.

General information on the content, special learning experiences and resource materials for each of the four courses is as follows:

a. Home Economics Education - Education for Gainful Employment in Vocational Home Economics Programs. Philosophy and general procedure in identifying needs and development of offerings - Staff - Louise Keller, Kathryn Greenwood, and special consultants.

Workshop Operation -----	Keller
Why Workshop on Gainful Employment -----	Keller
Policies and Progress of State Program in Gainful Employment in Oklahoma -----	Oklahoma Home Economics Supervisory Staff
The Youth We Haven't Served -----	Barbara Kemp, Vocational Division of U.S. Office of Education
Curriculum Design -----	Keller
Vocational Act of 1963 -----	Keller
World of Work -----	Greenwood
Initiating a Program - Developing a Brochure to Help Interpret the Program -----	Keller and Participants
Guidance and Counseling Students -----	Mr. Merle Collins Assistant Director of Guidance, Oklahoma State Department of Education
Services of the Oklahoma State Employment Division -----	Mr. Clyde Hamm, Chief Employment Division
Criteria for Establishing Gainful Employment Courses or Programs -----	Keller
Supervised Work Experience -----	Greenwood
Relation of Gainful Employment Program to other National Programs -----	Keller
The Economics Opportunity Act, Manpower Development and Training Act -----	Keller
Evaluation -----	Cozine

Follow-up - Oklahoma Home Economics Supervisory Staff and Cozine

Resource materials included in packet.

"A New Look at Home Economics" Bulletin of the National Association of Secondary School Principals. Vol. 48, No. 296, December, 1964.

"Youth and the World of Work" Educational Leadership, Vol. 22, No. 4, January, 1965.

"The New Look in Vocational Education" Theory Into Practice, Vol. 3, No. 5, December, 1964.

b. Family Relations and Child Development - Leadership Training for Child Care Service Workers - Education for Gainful Employment in Vocational Home Economics programs. Practical preparation for teachers of child care service workers. - Mary Cox

Introduction to and need for child care services. Oral/reports of assigned readings by participants. Types and Functions of child care services.	Mrs. Cox

Field trips to observe child care centers:

Urban - Oklahoma City	Local
Church sponsored child care center (Central Christian Church, infants to school age)	1 private infant care center
Civic group sponsored nursery-kindergarten program (Altrusa)	4 private child care centers
Social work agency child care center (Sunbeam Services, East Division-preschoolers to junior high)	1 private child care-kindergarten center
	Oklahoma State University child care services Luncheon and observation Preschool Laboratory Luncheon and Observation Children's Center
	Headstart Resources Exhibit
	Headstart Program in operation

Licensing of child care centers in Oklahoma	Mrs. Florence Frank Child Welfare Divison, Okla. Dept. of Public Welfare
Term paper reports by participants	
Child development and guidance: Readings Observation	
Positive Guidance for Children	Mrs. Halbrook, Demonstration Teacher OSU
Food for Children	Mrs. Burns, Child Nutritionist
Programmed Instruction In Child Care Services Class	Mrs. Hiss, Vocational Home Economics Teacher, Norman, Oklahoma
Curriculum Development	Mrs. Cox
Selected pertinent films were shown	
Packet Materials: A Nursery School Handbook for Teachers and Parents. Green and Woods. Sierra Madre Community School Assn., Sierra Madre, California	Children's Bureau, Supt. of Documents. U. S. Govt. Printing Off., Washington 25, D.C. #382-Children of Working Mothers #412-Day Care for Other People's Children in Your Home

Program Studies for Day Care Center. Dept. of Children & Family Services, Springfield, Ill.

#306-Food for Groups of Young Children Cared for During the Day
#283-Home Play and Play Equipment
#30-Your Child from One to Six

Child Welfare League of America. Guide to Operation of Group Day Care Program.

Okla. State Dept. of Public Welfare. Standards Relating to Day Care Centers.

Many other pamphlets related to child development were provided.

c. Clothing, Textiles and Merchandising - Leadership Training for Teachers of Clothing Service Workers - Education for Gainful Employment in Vocational Home Economics Program. Practical preparation for teachers of clothing service workers - programs, planning methods, procedures, and equipment. - Greenwood and Gould.

What to look for in fitting a garment	Dr. Thelma Berry Univ. of Maine
Alterations for women	Mrs. Gandy, alteration Lady - Bonney's, Stillwater
Alterations for men	Mr. Sam Bates, Bates Men's Wear, Stillwater
Research report-survey of homemaker needs	Regina Brinkerhoff Graduate Student - OSU
Opportunities for girls in dry cleaning establishments	Dorothy Bennett, Executive Secretary, Okla. County Drycleaning Association
Programmed Instruction in Clothing Service Classes	Gould
Operation of chain stitch machine-how to make simple machine adjustments	Mrs. Clark, Singer Co. Representative
Curriculum development	Gould, Greenwood

Field trip - Oklahoma City
  John A. Brown's - alteration department and drapery department
  Sears - custom drapery department
  Nu-Way Cleaners and several other cleaning establishments

Field trip - Konawa
Michael Casuals, Inc. - dress factory to view mass production

Packet Materials:

Books:

Johnson, Mary. *Guide to Altering and Restyling Ready-Made Clothes*. New York: E. P. Dutton and Co., Inc., 1964.

Bulletins:

Butt, Gladys L. *Mending Clothes & Household Fabrics*. Cornell Ext. Bulletin 871, New York State College of Home Economics, Ithaca, New York.

Fitting coats and suits. Home and Garden Bulletin No. 11, U.S. Department of Agriculture.

Removing Stains From Fabrics. Home and Garden Bulletin No. 62, USDA.

Clothing Maintenance Specialist. OE-87005, U.S. Department of Health, Education, and Welfare, Office of Education.

d. Food, Nutrition and Institution Administration - Leadership Training for Teachers of Food Service Workers - Education for Gainful Employment in Vocational Home Economics Programs - Practical preparation for teachers of food service workers - program planning, equipment and facilities, personnel utilization. - Mary Leidigh

Review of laboratory equipment and procedure	Leidigh
Demonstration on use of microwave oven, steamer	
Food preparation using specified equipment	

Field trips: Local	Oklahoma City
Dormitories - New Hall	Cain's Coffee Company
Bennett Hall	Baptist Memorial Hospital
University Hospital	Glen's Hickory Inn
Holiday Inn	Howard Johnson's Lodge & Restaurant
Student Union food areas	

Dinner - Freddie's, Drumright

Speakers:

Nursing Homes	Elizabeth Hensler
Food Production Procedures	Chris Harmon

Study of recipe standardization, portion control, waitress training, organization and management, dishwashing, costing and records	Leidigh
Curriculum Development	Leidigh

Selected related films were shown

Packet Materials:

The Correct Waitress Equipment Maintenance Manual Safety; Training Manual The Waiter and His Public, Ahren's Publishing Company, 116 West 4th, New York 11, New York.

Food Preparation Manual, Oklahoma State University Book Store.

Food Standards Handbook; for Quantity Cookery, Food Service Industry, Establishing and Operating a Restaurant, U. S. Government Printing Office, Department of Health, Education and Welfare, Division of Public Documents, Washington 25, D. C.

School Lunch Workshop Handbook, School Lunch Division, State Capitol, Oklahoma City, Oklahoma.

Handbook for Quantity Cookery, Dahl Publishing Company, Stanford, Conn.

2. Evaluation of 1965 Training Program

An evaluation sheet consisting of three parts was checked by each participant. Tabulation of results is given below as well as the evaluation made by staff members. Following the final session a short staff meeting was held and each member freely presented her evaluation regarding the effectiveness of the program.

Participants Responses to Extent Objectives Were Achieved by checking the question, "To what extent do you feel that each of the six overall objectives for this training program was achieved?"

Objective	Much	Some	Little	No Reply
1. Development of an overall viewpoint of gainful employment related to home economics.	29	3	0	0
2. Development of broader understanding of the characteristics, purpose, factors, opportunities and needs for gainful imployment.	27	2	0	3
3. Aquisition of broader understanding of procedures and techniques of plans for gainful employment programs.	21	8	0	3
4. Supplement and bring up-to-date previous training in area of special interest as related to gainful employment.	15	10	2	5

5. Development of tentative curriculum materials for area of special interest.	22	7	0	3
6. Development of plan for initiating or continuing program in gainful employment.	19	8	2	3

Staff members rated achievement of objectives approximately in the same order. It was felt that satisfactory achievement had been made for the most basic objectives - development of an overall viewpoint and general understanding of the characteristics, purposes, factors, opportunities and needs for gainful employment. Work on curriculum development had to be initiated before much could be accomplished for objectives 3 and 4 and the period of the workshop was too short to develop high quality curriculum materials. It was also felt that the trainees had become better informed on how to develop a plan for initiating or continuing a program in gainful employment but again time was too short for each participant to develop detailed plans.

The general feeling of the staff, the participants and from comments made by others not directly connected with the training program were that the training program had been a successful experience. Staff members stated that they had never worked with a more interested, hard-working, and cooperative group. When the proposal was developed we were probably too ambitious and hoped that more could have been achieved than was possible.

To the second question - "What did you feel were the strengths of the training program?" 113 responses were given, ranging from 1 to 7 by each participant. Half of the group listed the leaders as being one of the strengths and an additional 7 listed the outstanding leadership ability of Miss Keller. Group participation, enthusiasm, sharing of ideas and fellowship as being second in order of mention. Third most frequently mentioned was field trips, next was the availability and quality of resource materials.

The opportunity to assist in the development of curriculum materials was listed by over one-fourth of the participants. Presentation of background material, broad interpretation of program, amount and quality of planning done by each staff member, variety of teaching methods used were mentioned by several.

The staff members agreed in general with the participants.

To the third question - "What would you liked to have had that was not included in the program?" 42 responses were made. The one appearing most frequently was for more time - time for actual work experience, time for more reading, trying out various pieces of equipment and new techniques, improvement and refinement of curriculum materials, developing follow-up procedures, forms for records, etc.

A longer period of time would be desirable but did not seem feasible; therefore, 4 weeks in June was suggested as desirable time.

Additional subject matter was felt to be very desirable by the subject matter specialists, therefore, as plans are developed for the 1966 program attention should be given to include: Major emphasis on curriculum revision.

Other recommendations included: early preparation of a proposal which should be more carefully planned as to amount of financial assistance requested; requests made for classrooms earlier than this year; additional secretarial assistance, especially as materials are being developed; and a longer period of employment for staff members who would be preparing reports and refining materials to be duplicated.

4. Follow-up for 1965-66:

   A. Copies of curriculum materials; the brochure; names and addresses of participants; forms for reporting progress (November 1, and March 1) and final report (June 1); and any materials ordered for packets which were received after the closing of the training program will be sent as soon as duplicated.

   B. Two "news letters" will be sent to each participant including summary of progress as included in November and March reports.

   C. Requests have been made to the State Director of Vocational Education that funds be available for matching part-time salary of staff members who participated in 1965 workshop for serving as consultants as needed and funds for travel to local schools to observe programs in progress.

   D. Information provided in June report will be used in evaluating and revising curriculum materials during summer of 1966.

   E. Plans for initiating or continuing gainful employment programs in 1965-66 by participants were reported by each as follows:

Child Care -	5 participants plan to initiate a program in September, 1965. 2 uncertain 1 will be continuing graduate study.
Clothing -	6 participants plan to initiate programs in September, 1965. 2 plan to continue programs initiated previously 4 develop plans for initiating in 1966.
Food -	6 participants plan to initiate in September, 1965 4 plan to continue programs initiated previously 2 develop plans for initiating in 1966.

Some suggestions were given for improving mechanics such as availability of resources in one central place and more secretarial assistance especially for typing of curriculum materials.

Again the staff members mentioned these and similar items with the strongest feeling being expressed that more time was needed especially to give the background materials needed in special areas before work had to be started on curriculum. Time did not permit the inclusion of all emphases as listed in the proposal for the training program.

3. Suggestions for 1966 Training Program

Twenty-six of the 32 participants indicated an interest in attending a similar program in 1966, three stated that at this time other commitments would not permit attendance and the remaining three were "uncertain". Approximately two thirds of the group felt it should be 4 weeks in length and 27 suggested June.

Emphases - Revision and refinement of curriculum materials was listed most frequently, techniques and procedures second, additional subject matter third, evaluation fourth and three to five included such items as: Expanded program, time allotment, work experience, job follow-up, adivsing committee, problems encountered during 1965-66 and more laboratory experiences.

Learning experiences or activities to provide - the one listed the most frequently was work experience - length suggested varied from one day to two weeks. Other suggestions made by eight or fewer participants included; field trips to established centers and additional field trips up until 1965; reports by out-of-state leaders as to types of program in their state; a few specific for special technique such as alterations, wardrobe clinic; the development of reports, visiting other areas while in session; have classes scheduled only in the morning leaving more time for reading and group work - limit participation to individuals who were actively engaged in gainful employment programs.

In the final meeting of the staff - unanimously all agreed that it would be desirable to have similar program in 1966. For the most part it should be limited to persons who had attended in 1965 and who had been actively offering a gainful employment program or had made definite progress in organizing for an offering to be initiated in 1966-67. Careful screening should be made of all participants and only those capable of making contributions should be invited.

The major emphasis should be on revision of curriculum materials and the overall leader should be a curriculum specialist. If a person could be located who had also had work experience this would be ideal. Since it would not be likely that such a person could be identified;therefore, two general leaders might be provided. Each of the local subject matter staff members indicated an interest in working with the program in 1966.

Follow-up for Training Program in Gainful Employment in Home Economics - Oklahoma State University, 1965.

Progress Report **November 1, 1965 and March 1, 1966.**

Name____ **Area being taught (Circle one)**

Address______________________________________ **Child Care** **Clothing** **Food**

Brief review of activities to date. (Satisfactions and successes as well as dissatisfactions and unsuccessful experiences, description or example of any materials developed, or progress made in developing plans for a program in 1966-67.)

Information included in this report will be used in preparing the news letters to be sent to each participant. Send to June Cozine, HEW 110, Oklahoma State University, Stillwater, Oklahoma, 74075.

Follow-up for Training Program in Gainful Employment in Home Economics - Oklahoma State University, 1965.

Evaluation of Tentative Curriculum Materials due June 1, 1966. Home Economics Education, HEW 110, Oklahoma State University.

Part I - General Information

Name____Address___________________________

1. Course Taught or Plan to Teach (Check one) Child Care Clothing Food

2. Number of hours allowed for:
   class per week_________________work experience per week______________
   Approximate date for initiating work experience_______________________

3. Units of credit allowed 1 credit___ 2 credits___ 3 credits_______

4. Students: number_________grade level(s)_______________________________
   Previous training in Home Economics in High School (list number of students for each amount) None_____ 1 year_______2 Years_______
   3 years_______
   Methods of recruiting (Describe)

5. Procedures and Techniques for Determining Needs for Offering Course and Emphasis to be given.
   Advisory Council (List personnel as to agency or role each represented and special contribution made by each.)

Survey Attach copy of form used and list individuals or groups contacted.

6. Facilities - (Check one of the following)
Used space and equipment available for homemaking phase of program, no additions. yes_____ no_____
Additional space and/or equipment added. yes_____ no_____
List Additions

Used facilities in the community such as: (List)

7. Amount of Time Spent by Teacher
Estimate number of hours spent per week in:
Making initial contacts in community________number of weeks________
Preparation for teaching class____________
Number of hours teaching class____________
Supervising work experiences____________number of weeks________
Follow-up of students who took course in 1964-65____________

What portion of your school day was allowed for course in gainful employment?
1/4________ 1/3________ 1/2________ All________ Other________

Part II - Evaluation of Curriculum Materials

Using the second copy of the Curriculum Guide, which was prepared by your special group during the training program, supply the information or rating requested and write in suggested changes as additions, deletions or revisions.

1. Title - Following title place:
    ** if you feel it is a very important unit
    * if you feel it is of some value to include
    - if you feel it is of little or no value
    leave blank if you did not teach this unit
    Date and amount of time spent on unit______________________

2. Concepts - Place a check in front of those you emphasized in your course.

3. Objectives - In front of each objective place
    ** if you feel it was achieved to a high degree
    * if you feel it was achieved to some extent
    - if little or no progress was made in achieving
    leave blank if this objective was not included

4. Generalizations - Place a check in front of those you emphasized.

5. Basic Learnings, Experiences, Resources - Draw a line through any not used, write in any additions and revisions. Check those you consider best.

6. Evaluation - Check those used and attach examples of any developed by you and your students or briefly describe.

Brief general statement may be added if you desire to give further comments.

Attach Part I to the evaluated copy of the Curriculum Guide for your special area and send to June Cozine, HEW 110, Oklahoma State University, Stillwater, Oklahoma, 74075.

Your evaluation will be studied and used in making revisions during the summer of 1966.

If you have not been teaching a course during the year but have been developing plans for initiating a course in 1966-67, you may wish to study the material and on the basis of your proposed plans make suggestions. Please attach a brief statement describing activities and progress for the year.

ERD-2

Tentative Guides for Gainful Employment Programs in Vocational Home Economics in:

Child Care Services

Clothing Services

Food Services

Part B

OE 5-85-100

Foreword

With the passage of the Vocational Education Act of 1963, a new dimension was added to the home economics program. The new dimension is for the purpose of preparing youth and adults for employment using the knowledge and skills basic to the field and will require different direction to that of education for homemaking. Education for gainful employment in home economics may be offered: in the upper secondary grades, in a post-high school program, in the junior or community college, and in the program of adult education.

The training program offered at Oklahoma State University from June 7 through July 2 had as one of its objectives the development of tentative curriculum materials for three courses---Child Care Services, Clothing Services and Food Services. Twenty-eight vocational home economics teachers, three graduate students and one representative of a state home economics supervisory staff participated in the training program. The staff consisted of six home economists with special training in child care, clothing, food, and home economics education and several special consultants presented various phases. Only seven of the participants had had previous experience as a teacher of a course in gainful employment and that had been limited to one year or less.

Several days were spent in developing an overall viewpoint of the gainful employment aspect of the home economics programs and an understanding of the characteristics, purposes, factors involved, opportunities and need for this type of program. Since the majority of the participants were from Oklahoma and all participants were interested in courses to be offered in the upper secondary grades, the curriculum materials were planned for girls in the eleventh and twelfth grades. The participants in each of the three areas --- Child Care, Clothing, and Foods --- prepared the curriculum materials. Time was not available for the participants to refine and evaluate the materials for each of the three units but a plan was developed for each participant to evaluate the materials as she uses them during the 1965-66 school year. The real values of the materials can only be determined as they are used. If other home economists use the materials in the teaching of gainful employment courses, an evaluation with suggestions for revision would be greatly appreciated. Please send to the Home Economics Education Department, Oklahoma State University, Stillwater, Oklahoma.

CHILD CARE SERVICES

CHILD CARE SERVICES

Overview

As the number of mothers participating in activities outside the home increases, provisions for supplemental child care must also increase. A variety of services have become available. There is pressing need for more child care services and for trained workers to staff these services.

Overview

The maturing high school junior or senior girl is a logical choice for training of this type if she loves children, has good health, and can work well with children. The purpose of this course is to provide such girls with adequate instruction and guidance, and with some practical work experiences under careful supervision, so that they may be prepared to find employment in child care services.

General objectives:

To become aware of and interested in child care services and facilities.

To grow in understanding and appreciation of children.

To increase knowledge and skills related to child care.

To gain practical experiences in assisting with children's activities and routines.

To develop favorable attitudes, work habits, and relationships with employer, children, and fellow employees.

To prepare for gainful employment in child care services.

Use of the Materials:

The teacher using this guide is reminded that it is not a completed or teste curriculum. In developing a program one should consider the size of the class, experiences and abilities of the students, the resources and job opportunities available, and the programs in the community and in the home economics departmen There are no specific time blocks suggested. The opportunities for observation and/or work experience should be available before the study of job analysis is reached. The materials in the appendixes are particularly helpful. The basic learnings have been presented in topical outline form. The term "job" in the experiences column refers to observation and/or work experiences. The experienc resources, and evaluations are suggestions and need to be supplemented.

There will need to be flexibility in the curriculum so that the study of child development and guidance may parallel and strengthen the students' experiences as they interact with children.

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Child Care Services

CHILD CARE SERVICES

Concept: Child Care Services

Specific Objectives:

To develop an understanding of the need for child care services.

To become acquainted with the various types of child care services available.

To recognize the opportunities for gainful employment in child care services.

To be aware of physical facilities and programming in child care centers and how they meet the needs of children.

To learn about responsibilities of staff members in child care centers.

Generalizations:

The needs of children, of parents, and of the community influence the types and numbers of child care services available in a community.

The provision by a child care center of physical facilities, staff, and programming based upon the needs of the children they serve enhances the social, emotional, mental and physical development of those children.

The amount of education, experience, and responsibility of the staff members in child care centers varies and results in different programs and facilities.

Persons who have the knowledge and skills that promote child development can help to make the experiences in child care centers enriching as well as protective.

Flexibility in programming for children promotes enjoyment and benefits for the children.

A variety of experiences provides opportunities for growth and development of children.

The keeping of accurate records is conducive to good management in child care services.

The prime concerns for the health, protection, and safety of children have resulted in the setting of standards for the licensing of child care centers.

Increasing awareness of the importance of the early childhood years for human development affects expectations people have of child care services.

Basic Learnings	Experiences	Resources
	Classroom	
Child Care Services	Define child care services.	Day Care Services. Children's Bureau of Publication. No 420
Purposes	Discuss the various purposes of child care services.	
Care and protection of children Enrichment Education	View and discuss film: "A Chance at the Beginning" and what this experience contributes to the development of the children.	Film
Needs for child care Services Home and neighborhood Own home Home of friend or neighbor Family care Day care cencer	List the needs of each group. Discuss the increasing use of services for children and reasons why there is a need and desirability of supplemental care for children beyond what parents give.	
	Listen to mothers (or interview them and report to class) tell of services they use and why they use them.	Good Schools for Young Children. Hammond, Dales Skipper, Witherspoon
	Read about the working mother and discuss her problems in securing needed child services.	
Types of Child Care Services Home and neighborhood Own home Home of friend or neighbor Family care Day care center	Prepare bulletin boards illustrating types of child care services.	"Day Care - A Preventive Service." Child Welfare League of Am. Inc.
	Report on different child care services.	
	Identify local child care services by conducting a survey.	
	Invite owner of child care service to explain her program.	

Basic Learnings	Experiences	Resources
School Day nursery Nursery school Kindergarten Sunday School	Invite minister or education director to discuss church-related activities for children. Bring articles from periodicals dealing with child care services.	
Agencies and Organizations Maternal and child Health clinics Hospitals Convalescent homes Children's institutions Libraries	Invite or interview persons who work with services for children to tell about the services available. Field trip to child care centers.	
Business child care services Shopping centers Recreation centers (bowling lanes)		
	Classroom	
Characteristics of Day Care Centers Space - indoors outdoors	Show film: "Little World" noting characteristics of this day care center.	Your Child from One to Six. Children's Bureau
Equipment and storage	Individual class members report on the characteristics listed.	
Program Routines Rest, sleep, eating, washing, toileting	Prepare bulletin boards illustrating types of child care characteristics.	Good Schools for Young Children.
Activities and Enrichment Play, art, music, literature, science	Prepare and experiment with enrichment materials Listen to guest speakers (art, music, science teachers). Report on observations.	"Program Guide for Day Care Centers." State of Illinois, Dept. of Children and Family Service, Springfield, Ill.

Basic Learnings	Experiences	Resources
		"A Nursery School Handbook". Green and Wood
Health and Safety Health inspection Safety First aid	Listen to county health nurse or doctor tell of health and safety factors in child care services	Red Cross First Aid Handbook
	Nurse discuss, demonstrate, and use film on health and first aid.	"Your Child's Safety". Public Affairs. Pamphlet
	Observe health inspection during observation.	"Child Safety." Metropolitan Life Insurance Co.
Policies Admission and fees Business records Developmental records of children Licensing standards	Discuss admission fees and policies of local centers.	Record forms found in curriculum guides and in nursery school handbooks
	Study record forms of all types.	
	Discuss standards in Oklahoma.	
	Inquire about the policies of child care center and report to class.	
Child Care Service Workers Director Assistant Director Teacher Nurse Cook Aide	List types of workers in various centers.	Good Schools for Young Children.
	Identify workers' responsibilities.	
	Interview or have workers speak to class about responsibilities in child care centers.	
	Observe workers in child care center and list their responsibilities.	

Evaluation:

Examinations
Reports
Demonstrations
Group work
Observation reports
Class participation

Child Care Aide

CHILD CARE AIDE

Concept: Child Care Aide

Specific Objectives:

To learn about the characteristics and responsibilities of a good employee.

To begin to develop good working relationships with employer and fellow employees.

To become aware of professional ethics in the area of child care.

To learn how to make application for employment in child care services.

To understand and begin to develop special characteristics needed by persons who work with children.

To become aware of the role of the child care aide in promoting the physical, mental, social and emotional well-being of children.

To become aware of the variety of duties an aide would perform in a child care center and of the importance of her job.

To develop skill in performing the duties of an aide in a child care center.

To learn to make good use of energy and time resources in performing the duties of an aide in a child care center.

Generalizations:

A realization of her responsibilities to the employer, to the job, and to herself contributes to the student's employability.

Good working relationships begin to develop through becoming acquainted with the child care center and its policies, the staff, and the children.

The special traits which help one to work well with children may be developed through study and work experiences.

The experiences and abilities of the child care aide affect the duties which she may be expected to perform in various child care centers.

The management of energy, time and materials promotes an aide's efficiency on the job.

Any duty in the child care center will be important since it contributes to the well-being of children.

Contact with the children contributes to the aide's satisfactions and learnings on the job.

Basic Learnings	Experiences	Resources
	Classroom	
Qualities expected of a good employee **Willing to learn and to work**	Listen to a panel discussion by several business people on what qualitites they expect in their employees. Be prepared to ask questions.	
Initiative **Attitude**	Listen to guest speakers, high school counselor or representative from employment service on how to get and hold a job.	Ways to Improve Your Personality. Bailard and Steong
Ability to take constructive criticism **Can follow directions**	Make posters or prepare bulletin board listing desirable and undesirable qualitites of employees. Discuss in class.	
Respect for employer and staff members	Role Play, Qualities of employees.	
Cooperative		
Dependable		
Accurate	Discuss the importance of accuracy in all phases of work. Discuss ways of improving accuracy in following directions, note-taking, asking for explanation, paying attention, etc.	
Prompt		
Cheerful		
Honest		

Basic Learnings	Experiences	Resources
Loyal Mature		
Good Health and Grooming Appropriately dressed neat, clean, well-groomed Energetic Health Certificate	Listen to talk by school nurse or public health nurse on health and sanitation in nursery school. Discuss proper dress and grooming for work. Watch (or participate in) style show by class members of correct and incorrect clothing and grooming for child care aides.	A Nursery School Handbook
Understanding of Professional Ethics Avoid discussing children outside of class	Listen to talk by Child Care Service Director or head teacher on what qualities she hopes to find in a child care aide.	Leaflet: "Some Qualities of a Good Teacher" from "Program Guides for Day Care Centers" (Illinois Dept. of Child and Family Services)
Avoid criticizing staff and parents	Role-playing, good and poor "conversations" with preschool children. Discuss use of names, answering questions, etc.	
Other desirable characteristics. Love of children Enjoyment in working with children Some understanding of child development and behavior Patience Ability to communicate with children Speak slowly and distinctly. Use good English Use simple sentences Speak softly, in pleasant tones Learn to listen	Read about and discuss desirable qualities in persons who work with children.	Nursery School Handbook. Observation Reports

Basic Learnings	Experiences	Resources
Alertness Never leave children Always be watchful-for potentially harmful situations or activities	Listen to talk by a recreation director, physical education teacher, etc., on potential dangers on playground and during play activities. Read about and discuss safety for children. Report on safety practices from work experience observations. Make safety posters which might be displayed in the child care centers and which use pictures to illustrate hazards. Observe safety and protective practices for children.	Nursery School Handbook. Green and Wood "A Formula for Child Safety". Pamphlet
Making application for a job Interviews Letters	Listen to business education teacher on how to write a letter of application. Listen to superintendent or other qualified person tell about interviews. Role play interviews. Report to class on an actual interview. Job Arrange for and follow through on an interview.	
Getting acquainted on the job Learn names of director, teachers, staff, and children		Nursery School Handbook. Green and Wood

Basic Learnings	Experiences	Resources
	Classroom	
Learn spelling and pronunciation of names Learn correct method of addressing all persons when on the job	Visit the child care center where you will be employed (if possible) and fill out observation forms. Spend as much time in center as possible while they are discussing policies, rules, schedule, etc. with the director. If possible, obtain copies of these. Also get list of names of staff and children and see how many of the children you can name by the end of the day. Be sure you know the correct pronunciation and spelling of every name. Be prepared to discuss what you have seen and learned during next class period.	Observation forms back of handbook and in appendix Nursery School Handbook. Green and Woods Information sheets from child care center
Become familiar with policies rules, schedules, etc. of various center, with special emphasis on own.	Set up regular times to observe in your center in preparation to begin work. During these times help with attendance, greetin children, supervision of play etc. if possible, to help familiarize yourself with children and with procedures and schedule. Discuss these observations and any problems you have with teacher and classmates, as well as with head teacher at the center.	Observation sheets
Job Analysis Routines Arrival and health inspection Toileting	List routines in child care centers. Individual class members prepare reports on differnt routines. Describe experiences in child care centers.	Observation sheet Your Child from 1 to 6 U.S. Dept of Health, Education, and Welfare
Snacks	Prepare job analysis for each routine - revise if needed.	Nursery School Handbook. Green and Woods
Rest	Review reasons for and values of routines.	
Lunch	Job	Program Guides for Day Care Centers. Illinois Teachers
Departure	Observe routines in child care centers, assisting when possible.	
	Follow job analysis in several routines.	Other References

Basic Learnings	Experiences	Resources
	Classroom	
Activities Free Play Indoor Outdoor	List types of activities in child care centers.	
	List equipment used in various activities.	References (see appendix)
Dramatic Play Housekeeping Blocks	Individual class members study and report on various activities for children.	Observation sheets
	Describe work experiences in class and evaluate experience.	Equipment lists and order books.
Literature Music Art Clay Water play Science Field trips	Review values of activities for children. Suggest methods of guidance and supervision.	
	Job	
	Observe as many activities as possible in child care centers during work experience.	
	Assist in guided activities when possible.	Observation sheet
	Relate to children in free play activities	
	Supervise or guide children in activities following student plan.	Plan Sheet
	Classroom	
Housekeeping duties Arrangement and use of furniture and equipment	List types of housekeeping duties in child care centers.	Observations sheets.
	List equipment and furniture used in routines and activities.	Equipment lists or order books

Basic Learnings	Experiences	Resources
	Describe work experiences and observations in class.	References
	Discuss need for wise and varied arrangements of equipment and furniture. Try (in class or on paper plan) various room arrangements.	Floor plans
	JOB	
	Observe types of housekeeping duties in child care centers. Assist when asked, assume responsibilities for duties when permitted.	
	Try new arrangements of equipment and/or furniture if permitted.	
	Classroom	
Preparation and selection of materials	List types of materials used in activities.	References (see appendix)
	Report on the selection of materials for children's activities.	Recipes and equipment lists
	Prepare and use materials for children's activities.	
	Describe work experiences in class.	
	List criteria for selection of materials for children.	
	Prepare a file with directions for preparing materials for children's activities.	
	Classroom	
Clean-up	Prepare a job analysis for clean-up activities.	Job analysis sheet
	List kinds of clean-up activities	
	Evaluate work experiences and job analysis - revise if necessary.	

Basic Learnings	Experiences	Resources
	Job	
	Observe material used in child care centers during work experience.	
	Prepare and/or select materials for an activity with the children.	
	Use these materials with permission.	
	Job	
	Assist with clean-up activities or assume responsibility if requested.	
	Follow job anlysis in several clean-up activities.	
	Classroom	
Clerical	List characteristics of good record keeping.	
	Fill out sample forms.	Sample forms
	Job	
	Observe other staff members performing their duties during work experience.	
	Collect samples of forms used in child care center, if possible.	
	Classroom	
Food Preparation	List jobs related to food preparation that could be done by child care aides.	Interview sheet
	Report on methods to be used in performing these jobs.	References
	Describe experiences in class.	

Basic Learnings	Experiences	Resources
	Job	
	Interview cook to see how you could help her,	
	Help the cook prepare lunch, if possible, or snacks.	
	Classroom	
First Aid	List possible needs for first aid.	
	Discuss (with school nurse or county health nurse) what first aid techniques are appropriate and acceptable for use in child care centers.	References
	Study and practice simple first aid techniques.	
	Job	
	Survey child care center to discover policies and preparation for first aid.	

Evaluation:

Reports - oral or written.

Observation sheets prepared by students.

Observation of student during work experience.

Examination
Open-end statements
Group participation

Student may do some self-evaluation.

Basic Needs of Child

CHILD DEVELOPMENT AND GUIDANCE

Concept: Basic Needs of Children

Specific Objectives: To become aware of the basic needs of children.

To recognize how needs influence behavior of children.

To become aware of ways of providing for the basic needs of children.

Generalizations: All children have needs which influence their behavior and development.

Programs and facilities for children are based on an understanding of their needs.

The strength of the needs vary not only from child to child but also at different age levels, and are expressed through behavior.

An understanding of the different emotions children experience helps one to understand Children's behavior.

The emotional climate which surrounds children affects their development; and understanding of this emotional climate helps the aide to make a positive contribution.

Basic Learnings	Experiences	Resources
	Classroom	
Identifying needs of children	Make a list of physical needs and tell what effect they have on growth.	Our Home and the Family. Baxter, Justin, and Rust
Physical needs	Show pictures of children whose physical needs have been met or not met.	Your Child from 1 to 6. U.S. Dept. of Health, Education, and Welfare
Food Clothing Sleep and rest Toileting Play - indoor outdoor	Suggest ways children can have plenty of sunlight and fresh air without too much interference by adults.	Child Care and Guidance. Goodspeed, Mason and Wood.

Basic Learnings	Experiences	Resources
Meeting physical needs	Have a doctor or nurse talk to class on health needs of children and the importance of good health habits.	
	Suggest practical ways of preventing children from contracting a cold.	
	Report on ways of meeting children's needs in child care centers.	
	Job	
	At child care center observe how children's physical needs are met or not met.	Observation sheets
	Help with daily routines and activities.	
	Classroom	
Social Needs Types - Relationships with adults	Describe people who work well with children. List the characteristics they possess that make this possible.	Our Home and Family. Baxter, Justin and Rust
	Bring to class poems and pictures that relate to the contributions children make to their families.	Curriculum guides
	Discuss TV programs that show parent-child relationships.	A Nursery School Handbook. Green and Woods
	Job	
	Observe children and adults in child care center and in other situations - home, church, etc.	
	Classroom	
Relationships with other children	Discuss how a child develops socially.	Your Child from 1 to 6. U.S. Dept. of Heclth, Education, and Welfare
	Discuss why children need close contacts with both adults and other children.	

Basic Learnings	Experiences	Resources
	Suggest ways of helping children be accepted by others.	Other references - see appendix
	Find pictures that show children in social situations. Use for bulletin boards or posters.	TV programs
	Report to class on social behavior observed in child care center.	Stories, books, magazines
	Discuss own early social experiences.	Loving and Learning with Children. Smart and Smart
	Job	Observation reports
	Observe children in social situations.	
	Classroom	
Respect for rights of others	Show films: "Helping the Child Accept the Do's" "Helping the Child to Face the Don't's"	Films
Respect for property	Discuss guidance for children to help them learn respect rights of others and of property.	Baby Sitter Handbook
	Job	
Meeting social needs	Observe situations in which children are learning how to behave toward persons and things.	
	Classroom	
Emotional Needs	Read and report on the fears children experience.	
Types of children's emotions Fear	Discuss why children have fears and what can be done to overcome fears.	Fears of Young Children. Science Research Association

Basic Learnings	Experiences	Resources
Shyness Anger Jealousy Love	Tell about strong emotions one can remember experiencing as child.	How to Live with Children. Science Research Association
	Give examples of children's behaviors in which fear or anger proved to be helpful to them.	Other references-see appendix
Characteristics of children's emotions- Intense Brief Transitory	Discuss other emotions and how children express them.	
	Discuss guidance for wholesome expression of emotion.	
	Show films: "Terrible Two's and Trusting Three's" "Frustrating Four's and Fascinating Five's"	Film
	Discuss the films and relate them to social, emotional, and physical needs.	
	Job	
	Observe children's emotions as revealed though behavior.	Observations reports
	Classroom	
Causes of emotionality Fatigue Frustrations Association with emotional people Poor health Unpreparedness	Discuss each of the causes of emotionality.	
	Have students tell of instances they have observed of emotionality.	
	Discuss guidance for children expressing strong emotion.	
	Show film: "Shy Child" or "Shyness" and discuss.	Film
	Job	
	Observe children who are exhibiting strong emotion.	Observation reports

Basic Learnings	Experiences	Resources
Meeting emotional needs In infancy In childhood In later childhood	Classroom Discuss how emotional needs of children are met at various age levels. Discuss emotions of teen-agers as compared with those of a small child. Set up a situation of some discipline problem resulting from emotion. Dramatize how this might be handled.	References - see appendix
	Job Observe and prepare to report on how children's emotional needs were met in a child care center or other situation.	Observation reports
Influence of needs on children's behavior	Classroom Discuss "All Behavior is Caused." Give situations as evidence. Role play behavior a child might exhibit in an effort to meet specific needs. Students tell of TV programs, stories they have read, plots of books etc., in which behavior obviously was caused in an effort to meet a need. Job Observe and report on behavior and suggest causes for this behavior	

Evaluation:

Student observation reports.
Teacher observation of student in work experience.
Examinations.
Special reports
Group activities
Open-end sentence test.

Growth & Development

CHILD DEVELOPMENT AND GUIDANCE

Concept: Growth and Development of Children

Specific Objectives:

To acquire increased knowledge and understanding of the growth and development of children.

To increase understanding of children through observation.

To become aware of how child care workers and child care centers can contribute to the development of children.

To develop an appreciation for the individual differences in children.

Generalizations:

Understanding the principles of development gives one a basis for guiding children's development.

Knowing that children tend to have similar characteristics at certain ages facilitates study and understanding of child development.

Sequence is more important than the age at which specific characteristics of development appear since individuals differ in their rate and pattern of development.

The various areas of development are inter-related so that a study of "the whole child" is conducive to understanding of children's growth and behavior.

The study of child development is enhanced by opportunities for observation.

Children need opportunities for experiences which promote their development.

Acceptance of individual differences in development contributes to the ability to work with children.

Basic Learnings	Experiences	Resources
	Classroom	
Factors influencing development Heredity	Compare children in the same family. Note their similarities and differences due to heredity.	Between One and Five.
Environment Surroundings Experiences	List the desirable characteristics of an environment which promote growth.	Growing from Infancy to Adulthood. Button & Winans Your Child from 1 to 6.
How children grow Irregular Follow a pattern Own individual rate	Students chart the ages in which they sat up, etc. Compare the charts for sequence in growth and differences in rates of growth. Bring in baby books.	The Developing Child. Bristow and Ricker
	Job	
	Students note physical differences in children at the child care center.	Observation Reports
	Students identify surroundings of the child care center which aid in growth and development.	
	Observe two children of the same age in the child care center. Record how they are alike and different in development.	
	Demonstrate origami (making of objects by folding paper - try out if possible) on children of different ages and observe the differences in their muscular coordination.	
	Classroom	
Ways children develop Physically Mentally Socially Emotionally	Prepare bulletin board of candid snapshots of class or pictures from magazines and newspapers of children with the caption "Can you tell their age by what they do?"	Living and Learning with Children. Smart & Smart

Basic Learnings	Experiences	Resources
	Read and report on information from references.	
	Job	
	Report how the activities of the center aid in the growth of the child in all areas.	
	Classroom	
	Group work on posters showing how the children grow at different age and what they can be expected to do.	Child Care and Guidance. Goodspeed, Mason & Woods
	Class decide age of group, considering play interest and vocabulary from tape recording.	
	Job	
	Observe for muscular coordination of different children at the same age level.	
	Use tape recorder to record play groups at the child care center.	
	Classroom	
Influence of growth on behavior	View and discuss films: "Terrible Two's" "Trusting Three's" "Frustrating Four's" "Fascinating Five's"	Films
Observation as a means of learning.	Discuss the difference in "seeing" and "observing". Set up guides for observation. Reshow the film and have the students observe for behavior. Compare the differences.	The Gesell Institute's Child Behavior. Ilg & Ames
	Plan specific observations for child care center.	

Basic Learnings	Experiences	Resources
	Job	
	Observations in child care center.	Observation Reports
	Classroom	
Ways of guiding growth and development	Read and summarize readings from references.	A Nursery School Handbook. Green & Woods
Role of the child care worker in guiding growth and development.	Describe incidents from child care experiences which are pertinent.	
Equipment and programs of child care centers as aids in development and growth	Report from child care center how equipment and program aid growth and development.	
	Job	
	Choose a piece of equipment from the child care center and list ways children may benefit from using it.	

Evaluation:

Written tests
Special reports
Group work on bulletin boards and charts
Observation reports
Teacher observation of student

Behavior & Guidance

Concept:	Behavior and Guidance of Children.
Specific Objectives:	To become aware of factors which influence the behavior of children. To gain knowledge of effective techniques for guiding children toward wholesome development. To develop some skill in working with children.
Generalizations:	All behavior is caused; therefore to alter behavior one must find the cause. Guidance will vary for children in different stages of development and for different children. The setting of clear limits and enforcing them is conducive to feelings of security in children. Understanding that patterns of behavior are developed early in life promotes concern for guidance that will contribute to the wholesome development of children. Good habits may be encouraged and reinforced by the setting of good examples for children and helping children to understand the importance of such habits. The reassuring presence of an adult promotes feelings of security for children when unfamiliar or uncertain situations confront them. Letting a child know that he is liked even when his behavior is not condoned enhances his developing self-concept. The use of positive guidance by child care service workers is conducive to cooperation and the learning of acceptable behavior by the children; skill in using positive guidance techniques may be developed through study and practice.

Basic Learnings	Experiences	Resources
	Classroom	
Purposes	Collect cartoons depicting behavior in children- Example: "Dennis the Menace" and "Peanuts".	A Guide to Better Discipline
Adjustment to immediate environment	Using circular discussion, have students describe what they think would be a "well-adjusted" child.	Discipline Through Affection
Well-being of children		
Ways a child learns		Discipline
Experience	Students share with the class an experience in which they observed a child learning through imitation.	
Imitation	Group work on listing of personal behaviors which merit imitation.	
	Job	
	Observe experiences in day care center where learning took place.	
	Classroom	
Factors influencing behavior	View film which depicts behavior of children of different age groups. Have students notice the behavior of the different age levels.	Why Children Misbehave
Growth Health Curiosity Needs Others	Film: He Acts His Age	Film Observation report

Basic Learnings	Experiences	Resources
	Job Compare the behavior of two children at different age levels. Note, if possible, changes in behavior due to the child not feeling well.	
Aids in Guidance	Classroom Present a "now and then" skit depicting changes in the the methods of guidance in children of the past century.	Young Children and Discipline
Positive approach	Prepare a list of key words, positive in nature, that students can use in verbal guidance.	
Consistency	Give students a list of negative statements and have them rephrase them into positive ones.	Discipline Through Affection
Supporting limits	Review films: "Helping the Child Accept Do's" "Helping the Child to Face the Don'ts".	Films *
Recognition of individual differences		
Love and acceptance of child	Identify ways you can show affection and acceptance to children.	
	Report observation from work experiences to class.	
	Job Determine the supporting limits in the day care center.	
	Have students use one of the methods in day care center and observe reaction.	
Methods of Guidance Indirect	Classroom Look at different schedules. Identify how the organization in the guidance of the children.	The Gesell Institute's Child Behavior. Ilg & Ames

Basic Learnings	Experiences	Resources
Arrangement of schedules Types of equipment Manipulation of surroundings		
Direct Physical Verbal	Cite instances in which physical guidance would be used to restrain activity. Students demonstrate how to teach a child a simple task. Job Observe the different methods of guidance used in the child care center. Students note the arrangement of the day care center and report how it affects behavior. If possible, student teach or show child how to perform a task at the day care center.	
Habits and Routines	Classroom Have students list the habits they think are desirable to form. Relate these to routines and activities in the child care centers.	Developing Responsibility in Children.
Value of good habits	Study the relationships of food, clothing and toilet equipment to the building of good habits in elimination.	Learning to Care for Children. Bradbury & Amidon
Relation of routines to habits		
Developing good habits through routines of: Toileting Mealtime Sleep & rest Pick-up-time		

Basic Learnings	Experiences	Resources
	Job	
	Note the storage areas in the child care center. Identify how the arrangement and types helped the children to put up the toys, clothing, etc.	
	Observe the children and note their behavior in toileting, sleep and mealtime. Note how the procedures, equipment and teachers influence their behavior.	
	Classroom	
Relationships of routines to development of self-reliance and independance	List how children can be taught to put away toys and equipment which have been used.	
	Identify how self-help features in clothing can be a tool in developing self-reliance.	
	Collect pictures of indoor play areas for children. Discuss and plan ways to store playthings.	
	List finger foods that would be easy for children to eat.	
	View and discuss film: "Food As Children See It."	Film
	Prepare meals for children. Evaluate according to texture, color, variety, temperature.	
	Plan ways to help children do things for themselves and report progress.	
	Job	
	Eat with the children and observe how the children eat.	

Basic Learnings	Experiences	Resources
	Classroom	
	Compare the differences in the sizes of servings children eat at various age levels with that of an adult.	*Food Groups for Young Children Cared for During the Day.*
	Examine different sizes and types of eating utensils. Determine which would aid the child in eating.	*Children and Foods*
	Debate the question: "Should children be required to eat all the food on their plate?"	Observation report
	Identify reasons why children may not eat at mealtime. Prepare a list of foods children may not prefer. Discuss reasons why.	
	Have students list foods they dislike. See if the dislikes can be traced back to their childhood.	
	Job	
	Students help with the preparation of food in the child care center.	
	Classroom	
Ways to help a child adjust to new experiences Surroundings Children Rules and limits New and different activities Others	Students cite instances of times when they were in new or strange situations and tell how they felt.	
	Job	
	Observe childrens' reaction to new or unfamiliar experiences	Observation Report

Basic Learnings	Experiences	Resources
	Classroom	
Meeting individual problems	Role play behavior problems of children and how toguide them (desirable and undesirable).	*Young Children's Quarrels*
Aggression Destruction Use of bad Language Selfishness Temper tantrums Wetting Masturbation Lying	Discuss problems students encountered in work. Read about behavior and how to guide the child to more acceptable behavior.	*Understanding Hostility in Children*. *Aggressiveness in Children.* *Some Special Problems of Children Aged 2-5 Years*.
	Job	
	Students report on behavior problems they encountered and how these problems were handled.	Observation reports

Evaluation:

Written tests
Student's observation reports
Teacher's observation of student during work experience
Individual assignments
Class participation
Special Assignment

Play

CHILD DEVELOPMENT AND GUIDANCE

Concept: Play of Children

Specific Objectives: To gain more understanding of the importance of play for children.

To develop and increase skill in guiding children's play activities.

To become familiar with materials and activities suitable for children of various ages.

Play is one way through which children learn.

Children's play contributes directly to their physical, mental, emotional and social development.

A balance between freedom of play and definite limits to insure safety promotes children's well-being.

The type of play in which children engage is related to their stage in development.

The use children make of toys and materials is affected by their needs and abilities.

The arrangement of the playroom and materials influences play activities.

Play equipment is most useful to children when it is suited to their stage of development.

Guidance of play activities requires alertness to provide for both safety and enrichment for the children.

Basic Learings	Experiences	Resources
	Classroom	
Purposes of play	Cite learning experiences derived from play activities	Handbook for Teachers and Parents. Green & Woods
Learn what they are capable of doing	Discuss observations in light of what students have already learned about the development of children. Refer to previous notes made on observation sheets.	Play, Children's Business.
Develop social skills Develop concepts Release tensions and emotions Aids in problems solving	Job	Living and Learning with Children. Smart & Smart
	Observe small children in order to discover the various types of play that children of various ages seem to enjoy.	Play is the Business of Children. Bureau of Public Health
	Summarize observations and cite examples how play contributes to acceptable behavior as: Sharing, taking turns, cooperating, respect for belongings of others.	Observation Reports
Stages of play Solitary Parallel Cooperative	Relate experiences with small children that point out how children play.	Child Care and Guidance. Goodspeed, Mason, Woods
	Review the stages of play and give examples of each from personal experiences and day care center experiences.	
	Job	
	Observe children's play in child care center.	Observation reports
	Classroom	
Relationship between stages of development and play	Work in groups. Report on kinds of play and their importance to the growth and development of children.	
	View film: "Planning Creative Play Equipment for Young Children."	Film
	Develop play materials, cite learnings anticipated. (see appendix)	Arrangement of Playrooms Your Child from 1 to 6 Dept. of Health, Education and Welfare.

Basic Learnings	Experiences	Resources
		Program Guides for Day Care Centers. Suggestions for Equipment Students can Make. (appendix)
Types of play activities Quiet and active Dramatic, creative, imitative and manipulative	List and play some games which are appropriate for children of various ages.	Indoor Play Equipment
	Bring to class pictures that illustrates kinds of play and relate values of each.	The Playground and Outdoor Play Equipment
	Job Observation in child care center.	Make Room for Toys How to Choose Toys Children Need Toys Langdon
	Classroom	
Toys which encourage development through play. Props for dramatic play Materials and tools for creative and manipulative play Equipment for active play	Discuss the value of toys in the physical and social development of children.	
	Make an exhibit of toys which children enjoy. Read about the value of toys in the child's play. Tell how a child plays with each toy; explain how it helps him develop, such as physically creatively and imagination.	
	From reading, observations and discussions, set up criteria for judging toys and play equipment for children of different ages in addition to how he develops. Consider such criteria as: Attractiveness Durability, well constructed. Safety, free from sharp edges, painted with nontoxic Easily used with little adult guidance. Easily cleaned for small children. Scaled to child's size.	"Toys for All Children" "Choosing Toys for Children of All Ages." Langdon

Basic Learnings	Experiences	Resources
	Bring toys or pictures to class and judge them by these criteria	
	Arrange an exhibit of household objects with which young children would enjoy playing. Include pots, pans, purse, oatmeal carton, and wooden spoon in your exhibit. List household articles that are unsafe when used as toys.	
	Bulletin Board Idea: "Play Should be in the Child; Not in the Toy."	
	Have class members to bring to class a picture of a toy showing play in the toy; one showing play in the child.	
	Prepare a "Surprise Kit" of no-cost toys and play materials and share ideas with class.	
	Job	
	Note children playing with household objects in the day care center.	
	Take "Surprise Kit" of no-cost toys and play materials to the child care center and use it with the children.	
	Classroom	
Play materials (activities) which encourage development Books Songs Finger plays Stories	Study and compile ideas on the selection of toys, games, music, pictures, and stories for children.	Water Sand and Mud as Play Materials. National Association for Nursery Education
	Discuss desirable characteristics of stories for children.	
	Job	
	Assist with children's activities in child care center.	

Basic Learnings	Experiences	Resources
	Classroom	
	School or city librarian visit class and talk about selecting and telling stories to different age children.	Introduction to the Use of Creative Materials.
	Make a list of books which would be helpful in selecting desirable books to read and purchase for children.	Finger Plays - Program Guides of Day Care Center.
	Demonstrate ways to repair torn books in child care center.	Program Guides for Day Care Center.
	Students bring to class, read and evaluate according to criteria for books for various ages of children. Review the book and tell why it was designated for that particular age.	Film: "Understanding" Children's Play"
	Practice reading books to children.	
	Select or make play equipment for different ages and sexes.	
	Job	
	Repair books in child care center if possible.	
	From child care center or library, select a suitable book and if possible read to children in child care center.	
	Classroom	
Supervision of Children at play	Set up guidelines to follow in the supervision of play.	
Observe not participate When to interfere Safety of children	Discuss the role of adults in children's play. Include such topics as the guidance of children at play; arrangement of storage space for toys; and providing for safe play.	Child Care and Guidance Goodspeed, Mason, Woods

Basic Learnings	Experiences	Resources
	Job Students use guidelines at the day care center and report experience to class.	

Evaluation:
Student's observation reports
Teacher's observation of student during work experience
Written tests
Special reports in class
Group work
Individual assignments

BIBLIOGRAPHY

CHILD CARE SERVICES

BOOKS

Bailard and Strang. Ways to Improve Your Personality. New York: McGraw and Hill Co., 1953.

Baxter, Justin and Rust. Our Homes and Family. Chicago, Ill.: J. B. Lippincott Co., 1951.

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Bibliography

Brisbane and Riker. The Developing Child. Peoria, Ill.: Charles A. Bennett Company.

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*Colorado Association of Future Homemakers of America. Preschool Guide. 510 State Office Building, Denver, Colorado.

Faegre, Anderson, and Harris. Child Care Training. Minneapolis, Minn.: University of Minnesota Press.

Goodspeed, Mason, and Woods. Child Care and Guidance. Chicago, Ill.: J. B. Lippincott Co., 1953.

*Hammond, Dale, Skipper, and Witherspoon. Good Schools for Young Children. New York: The MacMillan Co., 1964.

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Ilg and Ames. The Gesell Institute's Child Behavior. New York: Dell Publishing Co., 1960.

Larrick, Patricia. A Parent Guide to Children's Education. Quakertown, Penn.: Trident Press Book Co., 1963.

Mc Culloch. Illustrated Handbook of Child Care from Birth to Six Years. New York: McGraw Hill, 1963.

Olsen. Child Development. Boston, Mass.: D. C. Heath and Co., 1949.

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*Wood and Green. A Nursery School Handbook. Sierra Madre, Calif.: Sierra Madre Community Nursery School Association, 1954.

*Especially recommended.

Other Sources of Materials for Child Care Services

Other Sources of Material

Association for Childhood Education
1200 Fifteenth St.
Washington, D.C.

Association for Childhood Education
International
3615 Wisconsin Avenue, N.W.
Washington 16, D.C.

Association for Family Living
28 E. Jackson Blvd.
Chicago 4, Ill.

Children's Bureau of Publications
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Washington 25, D.C. 20402

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132 East 74th Street
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Films

FILMS FOR CHILD CARE SERVICE WORKER

ABC'S of Baby Sitting

A Chance at the Beginning

A Long Time to Grow: Part I Two and Three Year Olds
Part II Four and Five Year Olds

Baby Sitter

Children's Emotions

Children of Change

Children Without

Food As Children See It

Frustrating Four's and Fascinating Five's

He Acts his Age

Helping the Child Accept the Do's

Helping the Child Face the Don't's

It's a Small World

Let's Play Safe

Life with Baby

Little World

Major Emotions of Childhood

Planning Creative Play Equipment for Young Children

Shyness

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Terrible Two's and Trusting Three's

What to Expect of Children

Films were obtained through

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CHILD CARE SERVICES--FORMS

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The following may be helpful:

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"Check List for Ten Essentials of Baby Sitting", *Adventuring in Home Living*, Hatcher and Andrews, p. 483 and 484.

"What Experiences Have You Had with Young Children?", Resource Unit in Child Development, 1958. State of Indiana, Department of Public Instruction, Division of Vocational Education.

Forms

"Record of Observation of Individual Child", *Resource Materials for Personal and Family Relationships and Child Development*. Division of Vocational Home Economics, State of Oklahoma.

Curriculum Guides.

SURVEY INFORMATION SHEET

Name of child care center ____________________

Owner (operator) ____________________

Address ____________________

Telephone ____________________ License: Yes ________ No ______

Type of care: Infant Care
Day Care
Nursery School
Kindergarten
Other

Ages of children cared for ____________________

Number of children cared for ____________________

Comments

Date ____________________ Signature ____________________

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Comments

Date ______________ Signature ______________

CHILD CARE SERVICES---FORMS

WEEKLY LOG OF WORK EXPERIENCE

Student ______________________________ Week ending ____________________________

I. I participated in the following activities: (not classes)

II. These were the most outstanding experiences this week (successful, happy, unsuccessful, new, different)
First experience

Second experience

Third experience

III. Some problems, topics, questions which I need to discuss or study are:

IV. I feel I made progress in:

V. A method or technique I tried with children this week was:
This is what happened:

If I used this method again I would make these changes:

VI. Comments:

Adapted from: Fleck, Henrietta. "The Student Log--An Evaluation Device", Practical Forecast, May, 1964. pp. 13 and 30.

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RESOURCE GROUPS AND INDIVIDUALS FOR CHILD CARE SERVICES

	Advisory Committee	Community Survey	Curriculum	Work Experience	Teaching Resource Person	Materials, Equipment	Placement	Evaluation	Public Relations
Schools, Colleges, Universities									
School Board		x						x	x
School Superintendent	x						x	x	x
School Principal	x		x				x	x	x
Guidance Counselor	x		x	x	x		x	x	
Home Economics Teacher	x	x	x	x	x	x	x	x	x
Business Education Teacher					x				
Distributive Education Teacher					x	x			
Industrial Arts & Vocational Agriculture Teacher						x			
Art, Music and Physical Education Teacher					x	x			
Public Kindergarten	x		x	x	x	x		x	x
School Nurse, Doctor, Dietitian					x				
School Secretary or Bookeeper					x				
University or College Home Economics Departments	x	x	x	x				x	
University or College Nursery Schools or Kindergarten	x		x		x	x		x	
Parents-Teachers Association	x	x					x		x
Future Homemakers of America						x			x
Students		x				x	x	x	x
Parents of Students		x					x	x	x
Public Agencies and Groups									
Employment Bureau	x	x		x			x		
Child Welfare Bureau	x		x	x	x	x			
State Supervisory Staff for Vocational Home Economics		x	x	x				x	
U.S. Office of Education and Children's Bureau			x			x		x	
U.S. Bureau of Employment Security			x			x			
Public Health Service			x		x	x			
Red Cross					x	x			
Visiting Nurse Association					x				
Children's Institutions and Hospitals		x		x			x		
Extension Service		x	x		x	x			x

	Advisory Committee	Community Survey	Curriculum	Work Experience	Teaching Resource Person	Materials, Equipment	Placement	Evaluation	Public Relations
Private Groups and Individuals									
Child Care Centers	x	x	x	x	x	x	x	x	x
Child Care Homes and Play Schools		x		x			x		
Nursery Schools and Kindergartens	x	x	x	x	x	x	x	x	x
Business Establishments Offering Child Care to Patrons		x		x			x		
Working Mothers	x	x							
Men's and Women's Clubs and Organizations		x				x			x
Chamber of Commerce	x	x			x				x
Churches		x		x	x	x			x
Youth Groups		x				x			x

Suggestions for Play Equipment to be Made by Students

Interested in Child Care Services

Suggestions for Play Equipment

Homemade toys and play equipment may be used to create interest, stimulate the student to use her imagination and give her an entry into a child car center where additional equipment is needed. Below are a few suggestions for making materials and equipment.

Make finger paints, paste and dough clay from recipes in booklets.

With a little imagination, use can be made of scrap materials around the home and in the neighborhood.

Painting aprons -------------------------	men and boys shirts cut down to size plastic rain coats
Materials for finger painting ----------	shelf paper butcher paper protected table tops pie pans
Paper for easel painting ---------------	newsprint paper ends butcher paper want ads of newspaper backs of wall paper samples
Wood packing crates --------------------	house keeping equipment storage shelves easels
Cardboard ------------------------------	easels if tacked to walls
Plastic curtains, Plastic and oilcloth table cloths, Formica scraps, and Tile samples ---------------------------	protection for table tops
Glass jars -----------------------------	storage for paints, clay, etc.
Empty cans of all sizes, Milk cartons, coffee cans with plastic tops --------------------	painted and used for size and color concepts, ends covered and used as drums, accessories for dramatic play sandbox accessories

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Materials for finger painting ---------- shelf paper
butcher paper
protected table tops
pie pans

Paper for easel painting -------------- newsprint paper ends
butcher paper
want ads of newspaper
backs of wall paper samples

Wood packing crates -------------------- house keeping equipment
storage shelves
easels

Cardboard ------------------------------ easels if tacked to walls

Plastic curtains,
Plastic and oilcloth table cloths,
Formica scraps, and
Tile samples --------------------------- protection for table tops

Glass jars ----------------------------- storage for paints, clay, etc.

Empty cans of all sizes,
Milk cartons, coffee cans
with plastic tops ---------------------- painted and used for size and color
concepts, ends covered and used as
drums, accessories for dramatic play
sandbox accessories

Plastic milk bottle caps -------------- paste containers

Spools --------------------------------- string beads, spool toys, spool boards

Scraps of materials, string, paper, cotton, feathers, macaroni, straws --- pasting; used in learning different textures

Cigar boxes --------------------------- painted and mounted for pulling; blocks for stacking, storage of items

Scraps of wood from
Lumber companies, industrial arts
Shop and construction work ------------ cut into different sizes and sanded for blocks, made into small toys, spool boards, nail boards, puzzles

Broom handles ------------------------- cut into small pieces for blocks; with decorated stuffed sock attached to the end, becomes a stick horse

Plastic bleach bottles ---------------- decorated and made into animals, cut into scoops, horns, containers, etc.

Pictures of animals and people from magazines and catalogues ------------ mounted on cardboard become accessories for block and dramatic play

Acoustical tile and golf ball tees ----- peg board

Styrofoam from packing crates ---------- toys, animals, etc,

Students may also enjoy making puppets, doll clothes, dress up dresses, cloth books and numerous other items.

CLOTHING SERVICES

OVERVIEW

The area of clothing services offers varied job opportunities for specially trained high school girls. Women who can alter clothing efficiently are rapidly disappearing from the labor market due to retirement. There is a need for girls to be trained to replace them. As more wives and mothers take jobs outside the home, there is an increased need for clothing services in the home. A girl who is skilled in the repair and maintenance of the family clothing and household linens may find profitable employment here.

Clothing Services

The purpose of the [illegible] high school juniors and seniors skills and knowledge in clothing so that they may become employable in business establishments and homes.

General Objectives:

To develop personal characteristics necessary in the world of work.

To become aware of job opportunities in the area of clothing.

To develop knowledge and skills which will enable one to become employable in clothing services.

Use of the material:

It is recognized that the needs and opportunities in each community will vary, as will the experience and competence of each student. The suggested time limits for the various topics were made with the consideration that all of the topics would be taught; however, a community should be surveyed before the course is taught and the program adapted to the individual situation. By eliminating some of the topics more time could be spent on those which would prove most beneficial to each community.

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The purpose of the course is to teach high school juniors and seniors skills and knowledge in clothing so that they may become employable in business establishments and homes.

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INTRODUCTION **1 Week**

Concept: Gainful Employment

Specific Objective: To develop an understanding of the gainful employment program in home economics.

Generalization: The gainful employment course in home economics has purposes which differ from the purposes of traditional home economics courses.

Basic Learnings	Experiences	Resources
	Classroom	
Origin of the gainful employment program	Bulletin board of President Kennedy bringing this idea before the nation.	Clothing Maintenance Specialist. U.S. Dept. Health, Education and Welfare
	Discuss the introduction, adoption and role of the Vocational Educational Act of 1963.	
Purpose of the gainful employment program	List contributions that vocational and technical training have made to the economy of the nation.	Theory Into Practice. Vol. III
	Compare jobs available to women today with those of past years.	The Bulletin of the National Association of Secondary-Schools Principals. Vol. 48
	Bring a current event related to gainful employment for women with vocational or technical training and discuss implications.	
	Formulate purposes for the course.	
Plan of gainful employment in clothing services	Take field trips to observe various job opportunities in clothing services such as: dry cleaners, clothing factories, alterationist, dressmaker of show job opportunities through films.	
	Have prospective employers present job possibilities in their respective fields.	Employment Opportunities Women with Limited Home Economics. Brown and Arneson

Basic Learnings	Experiences	Resources
	Give short reports on job possibilities in the community. In small groups or in committees plan activities to incorporate in the class.	

Evaluation: Individual essays on the purpose of gainful employment.

Concept: Women In Today's Labor Force.

Specific Objectives:

To become aware of the changing role of women in the labor force.

To understand the nature of problems of women in the labor force.

To gain knowledge of occupations which are particularly suited to women.

To recognize and develop qualities necessary for success in employment.

Generalizations:

The occupational revolution has resulted in large numbers of married women entering the labor force.

Lack of mobility and stability of women in the labor force contributes to an intermittant work pattern.

Home-related occupations are enhanced by the unique contribution of women.

Development of certain personal qualities contributes to success in employment.

Basic Learnings	Experiences	Resources
	Classroom	
Women's Activities after graduation from high school	Make a survey of present status of young women in last years graduation class. Interview some women high school graduates, presently employed regarding kinds of positions, satisfactions from job, problems existing on the job, and problems at home.	American Women. Report of the President's Commission of the Status of Women
Characteristics of women in the labor force	Talk by Vocational Guidance Supervisor regarding charactheristics of women in labor force.	

Basic Learnings	Experiences	Resources
	Discuss desirable and undesirable characteristics of women in labor force.	Management Problems of Homemakers Employed Outside The Home. U.S. Departmentof Health, Education and Welfare
	Prospective employer presents qualitites desired in potential employees.	American Women. Report of the President's Commission on the Status of Women
		What's New About Women Workers. A Few Facts. U.S. Dept. of Labor
Occupations for Women	Make a study of occupations which would be particularly suited to women.	Future Jobs for High School Girls. U. S. Dept. of Labor
	Survey community for possible opportunities in clothing services.	

Evaluation:

Present skits depicting problems of women in the labor force.

Make a list of occupations particularly sutied to women.

Self-analysis of strengths and weaknesses in relation to possibilities for sucess in labor force.

SELLING YOURSELF 2 Weeks

Concepts:

Grooming Self-Confidence
Poise Mannerisms
Maturity

Specific Objectives:

To develop or improve standards of health and personal grooming.

To select suitable dress for work.

To realize the interrelationship of clothes and other aspects of personality.

To understand factors contributing to successful human relations.

Generalizations:

Being well-groomed and appropriately dressed results in increased self-confidence and respect from others.

Self-improvement may be developed through an individual's perseverance and continued application of principles.

Basic Learnings	Experiences	Resource
	Classroom	
A look at ourselves	Each girl fills out a fact sheet about herself. Girls write "The Person I plan to be Five Years From Now".	
Personal health	School nurse talks to group regarding how health habits affect appearance and cleanliness. Check Dental Cards. Study the relation of mouth hygiene to health and grooming.	A Girl and Her Figure. Dairy Council Pretty As You Please. Formfit Company Postures on Parade. National Dairy Council

Basic Learnings	Experiences	Resource
Grooming and General appearance	Make list of pet peeves about poor grooming.	Filmstrip "Grooming for Girls".
	Bulletin board - "Stages of a Woman's Life Well Groomed all the Way".	Movie: "The Clean Look"
	Show filmstrip "Grooming for Girls" or film "The Clean Look" Provide many reading references.	My Reflection. National Dairy Council - Chicago, Illinois
	Develop a list of needed improvements in individual appearance which they discover by the use of check sheets.	How to Have Pretty Hands Clean - Sweet Nice to Meet. Avon Cosmetics
	Bulletin Board: "Groomed for the Job".	
	Encourage the beginning of an individual improvement notebook with pictures, measurements, check sheets, goals.	A Girl's Guide to Make-Up. Avon Cosmetics
	Demonstrate manicuring, hair styling and make-up if needed by the group.	Through the looking Glass: Procter and Gamble Co.
Wardrobe	Take personal clothing inventory.	
	Bring items to repair and repair clothing.	
	Model garments which are too good to discard. Discuss how to make each garment wearable.	
	Discuss how we can emphasize our best features and minimize or camouflage our figure faults.	Guide to Modern Clothing Sturn.
	Discuss basic garments and how to add style or flair.	How You Look and Dress. Carson
		Dress. Oerke

Basic Learning	Experiences	Resource
Clothing for Work	Fashion show of clothing suitable for job application or interview. Model clothing suitable for work in different situations.	Teen Age Popularity Guide. Cornell Manners Made Easy. and related filmstrip
Poise	Practice standing and sitting postures in front of a mirror. Role play introductions. Have telephone company representative demonstrate phone manners. Use tape recorder to study and improve voice quality. Discuss the importance of poise and maturity in regard to a job in clothing services.	
Work relationships	Buzz groups quickly list annoying mannerisms. Alteration shop person discusses their expectations of their employees in regard to work attitudes and habits. Resource person from Employment Service discusses employee - employer relationships. Discuss other job related relationships.	

Evaluation: Improvement of appearance and relationships is an evaluation of success in the unit.

IT PAYS TO MEND

2 - 4 Week

Concept: Clothing Maintenance

Specific Objective: To develop manipulative skills in performing maintenance procedures on clothing and household linens.

Generalizations: Daily care of clothing results in a saving of time and money.

Care extends the life of a garment and contributes to the satisfactions of the wearer.

Efficiency and speed in clothing maintenance increases ones earning power and employability.

Basic Learnings	Experiences	Resources
	Classroom	
Purpose of mending	Introduction to mending unit, "It Pays to Mend".	Clothes for Girls. Todd
	Read and discuss reference background materials in mending.	Thresholds to Adult Living. Craig
	Discuss the philosophy of "A Stitch in Time Saves Nine."	
	List family mending and repair jobs. Which occurs most frequently?	Building Your Home Life Wallace & Mc Cullar Dress. Oerke
Equipment for mending	Discuss equipment needed for mending. Equip a "Tend and Mend Kit" for the homemaking department. Each student make and equip her own mending kit.	
	Teacher demonstration of sewing on buttons and fasteners both by hand and by machine.	
Mending standards	Each student hand in samples of buttons and fasteners sewed on both by hand and by machine.	

Basic Learnings	Experiences	Resources
	Teacher-pupil conference on "Will This Work be Satisfactory for an Employer?"	
	Each student prepare one bulletin board on one phase of mending.	
Some articles may not be worth patching or darning	Discussion of time and energy spent on repairs and alterations. List points to be considered when making the decision - "To Mend of Not to Mend?"	
	Select a garment that you consider not worth mending. Exhibit the garment before the class and give reasons.	
Materials needed	List sources of materials for patches. Discuss advantages and disadvantages of using iron-on mending tapes and patches.	The Family Mending. Armstrong
Hand patching	How shall we patch - by machine or by hand? Discuss points to be considered when making this decision.	
	Set standards for patches.	
	Bring a garment from home and make the patch. Try to have a variety of garments. Score patch by score card given in evaluation similar one.	
	Mending of household linens will be a duplication of patching given above. Practice patching.	
	Use iron-on mending tape for patches on three garments: 1. Cotton garment to check washability 2. Socks 3. Garment to be dry cleaned. Check for durability of patch.	
	Compare time, cost, and appearance with that of hand and machine applied patches.	
	Discuss advisability of machine stitching to re- nforce the iron-on mend.	

Basic Learnings	Experiences	Resources
Machine patching	Teacher demonstration using automatic machine to mend straight tears and three cornered tears.	
	Resource person demonstrate patching of boys' jeans.	
	Discuss the problems of adjusting hem lengths of skirts. Find ways to solve these problems.	
	Alteration lady in community demonstrates zipper replacement in men's trousers and pocket replacement in men's trousers.	
	Students replace zipper and pocket in men's trousers. May bring brothers, fathers, or neighbors trousers, or work on old clothing obtained from dry cleanders or laundry.	
Charges for work	Student survey community to find prices charged for various alterations and mending.	
Mending elastic and knit materials	Teacher demonstration of mending lingerie. Replace elastic inserts, and fasteners on bras, mend girdles.	
Speed with quality work increases employability	Check personal wardrobe for garments that need repair. Bring a number of garments (to be decided upon) to class to mend. Check the amount of time spent. Calculate money earned according to charges in the community.	
	Job	
	Sew on buttons and fasteners or do other mending for people in the community.	
	Mend linens for a hospital or nursing home.	

Evaluation: Either of the following score cards might be used for scoring patches:

Patch Score Card	Basis	My Score
General appearance	5	
Inconspicuous	20	
Workmanship and durability	25	
	______	______
Points		

Patches Score Card	Basis	My Score
Strong		
Patch extends beyond thin place in garment	5	
Stitches hold securely	5	
Inconspicuous		
Patch piece matches garment exactly	5	
Edges of hole are parallel to yarns in garment	5	
Grain of patch coincides with grain of garment (if figured, figures match)	5	
Stitches show little on right side	5	______
Points		

GIFTS FOR PROFIT

1 Week

Concepts: Gifts
Profits

Specific Objectives: To learn to make useful and attractive gifts efficiently

To lean to make gifts that can be sold for profit.

Making gifts efficiently results in personal satisfaction and profit.

Basic Learnings	Experiences	Resources
	Classroom	
Gift Items	Arrange a display of gift items that students could make Aprons Houseshoes Doll Clothes Pillows Cup towels Book markers Christmas items	Pattern Books Special Needlecraft Issues of popular magazines
	Construct gifts in class and at home.	
	Job	
	Construct gift items on contractual basis for people in the community.	
	Construct gifts which may be sold at a bazaar.	
Evaluation:	Appearance and salability of finished product. Amount of profit each gift produces.	

PERSONALIZED FIT

1 Week

Evaluation: Check students work in the classroom individually.

Concepts: Fit
Alteration

Specific Objective: To develop an understanding of satisfactory garment fit.

Generalization: A properly altered pattern or ready-made garment will result in a finished product which fits the individual for whom it was intended.

Basic Learnings	Experiences	Resources
	Classroom	
Recognizing fit in garments	Contrast examples of well-fitted garments with examples of poorly-fitted garments.	How You Look and Dress. Carson
	Study the factors which contribute to proper fit.	Custom Tailoring for Homemaking. Beck
Altering a pattern to fit	Demonstrate how a garment can be made to fit by altering the pattern before the garment is cut out.	Guide to Restyling and Altering Ready-Made Clothes. Johnson
Altering a garment to fit	Have alteration lady demonstrate how a ready-made garment may be altered to fit.	
	Practice distinguishing between good and poor fit. Decide what could be done to make the garment fit.	Experiences with Clothing. Pollard
	Practice altering patterns for other people.	The Bishop Method of Clothing Construction. Bishop
	Job	
	Work in an alteration department.	Guide to Modern Clothing. Sturm
	Pay particular attention to how the garments are fitted.	Fitting Coats and Suits
		Home and Garden Bulletin

ALTERATIONS FOR OTHERS 3 - 4 Weeks

Evaluation: **Check students work in the classroom individually.**

Concepts: Skill
Profit

Specific Objective: To develop skills in performing basic alterations.

Generalization: Skill in alterations leads to personal profit and customer satisfaction.

Basic Learnings	Experiences	Resources
	Classroom	
Altering women's garments	Resource person from alteration department of women's clothing store to discuss: Lengthening - shortening skirts sleeves bodice Waistbands, belts, waistlines, hiplines, shoulder line.	Guide to Altering and Restyling Ready-Made Clothes. Johnson Fitting Coats and Suits. Home and Garden Bulletin No. 11
	Field trip to alteration department of local store.	
	Students practice these alterations on their own or their family's clothing.	
Altering men's garments	Resource person from men's clothing establishment to lecture and demonstrate basic alterations for men. Trouser cuffs, pockets, crotch, waistband, zipper replacement, lengthen or shorten sleeves, coat collars, side seams (coat), pegging trousers and removing pleats.	Altering and Restyling Clothing. USDA Bulletin 4000-59, University of New Mexico
Turning a shirt collar	Alteration person from local laundry or dry cleaners demonstrates how to turn a collar.	

ALTERATIONS FOR OTHERS

3 - 4 Weeks

Concepts: Skill
Profit

Specific Objective: To develop skills in performing basic alterations.

Generalization: Skill in alterations leads to personal profit and customer satisfaction.

Basic Learnings	Experiences	Resources
	Classroom	
Altering women's garments	Resource person from alteration department of women's clothing store to discuss: Lengthening - shortening skirts sleeves bodice Waistbands, belts, waistlines, hiplines, shoulder line.	Guide to Altering and Restyling Ready-Made Clothes. Johnson
		Fitting Coats and Suits. Home and Garden Bulletin No. 11
	Field trip to alteration department of local store.	
	Students practice these alterations on their own or their family's clothing.	
Altering men's garments	Resource person from men's clothing establishment to lecture and demonstrate basic alterations for men. Trouser cuffs, pockets, crotch, waistband, zipper replacement, lengthen or shorten sleeves, coat collars, side seams (coat), pegging trousers and removing pleats.	Altering and Restyling Clothing. USDA Bulletin 4000-59, University of New Mexico
Turning a shirt collar	Alteration person from local laundry or dry cleaners demonstrates how to turn a collar.	
	Student practice each alteration on men's clothing.	

Basic Learnings	Experiences	Resources
	Job Alter garments for individuals in the school or community for pay. Work in alteration department of clothing store or dry cleaners.	

Evaluation:

Students writes reports of resource persons and field trips.

Teacher checks alterations in class.

Employer evaluates student's work on the job.

SPEED METHODS FOR THE SEAMSTRESS 2 - 3 Weeks

Concept: Speed Technique

Specific Objective: To learn quick acceptable methods of clothing construction.

Generalization: Using quick acceptable methods of construction is conducive to saving of time and additional profit.

Basic Learnings	Experiences	Resources
Speed methods in garment consturction	Classroom Students and teacher select a blouse pattern which will include the following basic techniques: set in sleeves, zipper, darts, hem, collar or facings. Teacher demonstrates each of the following speed methods on her own blouse, and students apply them to the garment which they are making: marking, pin basting, darts, pressing, facings, zipper, sleeves - set in - roll up finish - cuffed - band, hems - hand - machine. Teacher demonstrates attaching buttons, hooks, eyes, snaps, making belts, buttonholes using speed methods by machine, hand and bound. Job It is desirable that this blouse be constructed for another person and that the student will be compensated in some way.	Modern Sewing Techniques. Mauck Dressmaking Course in 8 Easy Steps. Singer Bishop Method of Clothing Construction. Bishop Tips and Tricks for Sewing. Jones Creative Sewing. Bane Experiences with Clothing. Pollard How You Look and Dress. Carson

Evaluation: Keep time record for a particular technique. Compare amount of time spent at first with amount of time spent on some technique after practice.

RESTYLE OR REMAKE

4 - 6 Weeks

Concepts: Restyling
Remaking

Specific Objective: To learn to utilize garments which are non-wearable in their present form.

Generalization: Restyling or remaking clothing contibutes to economy in the family clothing budget.

Basic Learnings	Experiences	Resources
	Classroom	
Restyling garments	Bring used garments to school and discuss the possibility of re styling or remaking.	Guide to Altering and Restyling Ready-Made Clothes. Johnson
	Determine need for remodeling and decide what changes are needed and practical.	Custom Tailoring for Homemaking. Beck
	Exhibit or model garments that have been sucessfully remodeled.	
Childs garments from adult's garments	Make a child's garment from an adult's garment such as: coat, skirt, blouse, suit, shorts, shirt.	Sew for Your Children. Johnson
Garments from men's trousers	Discussion on possibilities of using men's trousers to make other clothing such as: boy's shorts or slacks, woman's skirt.	Modern Sewing Techniques. Mauck
	Job	
	Remake or restyle a garment for an individual for profit.	
	Make a child's garment from adult's for profit.	
	Make a simple garment from a pair of men's trousers for pay.	

Evaluation: Use a check sheet to evaluate the remodeled or restyles garment on the following:

- Construction
- Pressing
- Fit
- General appearance

Concepts: Textiles
Fabric Finishes
Textile Fibers

Specific Objective: To gain basic understandings of textiles in relation to their selection, care and use.

Generalizations: A basic knowledge of textile characteristics enables one to understand their selection, use and care.

Type of care needed by the fabric is determined by the fiber, finish and construction.

Basic Learnings	Experiences	Resources
	Classroom	
Introduction to textiles	Take a field trip to see new fabrics and weaves.	American Fabrics. Doric Publishing Co., New York Current Issues
	Determine what influences choice of fabrics in relation to color, texture price, etc.	
	Learn to adapt study of fabrics to pattern selection and sewing practices for employer.	
Fiber characteristics	Study fiber characteristics and care of the following fibers: Cotton Acrylic Linen Nylon Silk Polyester Wool Rayon Acetate	
	Display swatches of fabric types and use various tests to determine fiber content.	
	Experiment with various laundering and ironing techniques on various fibers to determine their reaction.	

TEXTILES

2 - 3 Weeks

Concepts:

Textiles
Fabric Finishes
Textile Fibers

Specific Objective: To gain basic understandings of textiles in relation to their selection, care and use.

Generalizations: A basic knowledge of textile characteristics enables one to understand their selection, use and care.

Type of care needed by the fabric is determined by the fiber, finish and construction.

Basic Learnings	Experiences	Resources
	Classroom	
Introduction to textiles	Take a field trip to see new fabrics and weaves. Determine what influences choice of fabrics in relation to color, texture price, etc. Learn to adapt study of fabrics to pattern selection and sewing practices for employer.	American Fabrics. Doric Publishing Co., New York Current Issues
Fiber characteristics	Study fiber characteristics and care of the following fibers: Cotton — Acrylic Linen — Nylon Silk — Polyester Wool — Rayon Acetate Display swatches of fabric types and use various tests to determine fiber content. Experiment with various laundering and ironing techniques on various fibers to determine their reaction.	

Basic Learnings	Experiences	Resources
Fabric construction	Study weaves in relation to how fabric construction affects the performance of the fabric. Study How knitted fabrics perform.	Know Your Fabrics. Taylor Introduction to Textiles. Stout
Finish treatments	Study the benefits proveded by the following finishes: Fade-resistant Wrinkle-resistant Flame-resistant Lamination Shrink-resistant Perspiration-resistant Water-repellent Spot and stain-resistant Experiment with samples to determine desirability and limitations of fabrics with finishes.	Textile Handbook. American Home Economics Association

Evaluation: Multiple choice and matching test in relation totypes of garments, weaves and finishes.

LAUNDERING AND STORAGE OF APPAREL 2 - 3 Weeks

Concepts:

Laundering
Clothing Storage

Specific Objectives:

To become skilled in laundering and cleaning procedures

To treat spots and stains before laundering and cleaning.

To organize storage space and choose storage supplies.

Generalizations:

Improper stain removal precludes use of many garments and household articles.

Approved laundering techniques prolong service and maintain initial appearance of clothing.

Hanging and storage of garments affects wearability and service.

A cool dark dry place facilitates storage of clothing.

Soil left in fabrics during storage causes deterioration of clothing.

Basic Learnings	Experiences	Resources
	Classroom	
Laundering	List steps in doing family laundry. List ways of laundering in the community. List and discuss factors which affect the development of laundry habits. Set up exhits for guiding students in good habits of laundering clothes.	Reference Handbook. Westinghouse Electric Corp Clothes for Girls. Todd
	Review the different ways of laundering the various fabrics and fibers.	Cotton From Field to Fabric. National Cotton Council
Laundry information on labels	Find labels and discuss the different laundry practices suggested by the labels.	Dress. Oreke

Basic Learnings	Experiences	Resources
Detergents and bleaches	Laundry manager or employee discusses the different kinds of detergents and bleaches and the effect they have on different kinds of materials.	Home Laundering. Westinghouse Electric Detergents. Home and Garden Bulletin
Laundering principles	Demonstration on laundering principles. Girls practice by doing family laundry several times.	
Coin operated machines	Go to coin operated laundry and have owner give a demonstration on how to use coin operated laundry and dry cleaning facilities.	
Storage principles	Display and examine damaged clothing (winter and summer) due to improper storage. Discuss correct procedures for storing various types of clothing. Demonstrate different methods of storing clothing.	Clothing Maintenance Specialist. U.S. Dept. of Health Education and Welfare
Dangers to clothing · in storage	Field trip. Investigate storage accessories and products for moth and silverfish control. Film - "Why Moths Leave Home." Class discussion of information in film and garthered on the field trip. Job Launder or store clothing for a person in the community for pay.	Film: Why Moths Leave Home. USDA, Washington D. C.
Evaluation:	Performance test in which students present skits, symposiums, and role playing on the information learned in order to be more efficient in laundering garments. Bring one garment which is not expected to be worn for several months. Prepare and store.	

PACKING AND SHOPPING FOR AN EMPLOYER 1 Week

Concepts:	Packing for travel Shopping for an employer
Specific Objectives:	To be able to choose clothing for travel that requires minimum care. To develop skill in packing to prevent damage to articles and clothing.
Generalizations:	Fibers and finishes determine suitability of fabric for various uses. Application of packing principles prevents damage to clothing.

Basic Learnings	Experiences	Resources
	Classroom	
Selection of clothing for travel	Collect labels, hang-tags and/or other sources of information from clothing suitable for travel and packing. Discuss qualities that are desirable for this type of clothing.	Dress. Oerke Clothes with Character. Craig
	Demonstration and talk by a "Travel Consultant" of an airline or a bus line on what to take and how to pack it.	Educational Department of Bus companies and airlines. Mary Gordon
Packing	Practice principles of packing bags containing various groupings of articles.	
Basic garments	Bring a garment to class and demonstrate use of several different accessories to adapt it for different occasions.	Women's Travel Consultant T.W.A., Wichita, Kansas. Ask for "Travel Pack Demonstration" 44 lbs.
	Display accessories suitable for travel.	
	Talk and demonstration by a "Personal Shopper" of department store or speciality shop on clothing for travel.	Co-ed. April (1955) Vol. lo No. 8
	Working in groups - plan for a week-end trip to a city where you will be a guest in a hotel. List clothing necessary for planned activities. Decide what accessories should be included with each outfit.	

Evaluation:

Plan for a trip: Tell where - how long - housing accomodations - activities - clothing necessary.

Bring a basic dress to class: Demonstrate at least three changes with the use of assessories.

Draw a number from a box: Go to the table with that number and pack the bag with the articles found there.

SPECIALIZED SEWING

Concept: Specialized Sewing

Specific Objectives: To learn to make special types of garments and household accessories.

Specialized sewing could lead to a greater profit and more diversified jobs.

Basic Learning	Experiences	Resources
	Classroom	
Drapes and Curtains	Demonstration by professional person on kinds of drapes that can be made efficiently in the home or at school.	How to Make Draperies and Curtains. Singer sewing booklet
	Field trip to a commercial drapery shop to see processes used in mass production of drapes.	
Household articles	Arrange a display of household articles that could be made by students such as: throw pillows, pillowcases, shoe bags, and cup towels.	How To Make Household Items From Cotton Bags. Simplicity Needlecraft Book
Costumes	Study pictures and patterns of costumes.	McCall's Pattern Book
	Discuss construction standards for costumes.	Simplicity Pattern Book
Children's clothing	Study children's styles and how to fit children.	Sew For Your Children. Johnson
	Field trip to children's store to see current fashions for children and commercial treatments of seams, waistbands, hems, etc.	
	Job	
	Construct drapes or curtains for school, offices, homes, etc., for pay.	

Basic Learnings	Experiences	Resources
	Make household articles and sell. Construct costumes by request from individuals or school groups for pay. Make a child's garment by request for profit.	

Evaluation: Display of finished products and evaluation of each.

Keep accuate record of time and money spent on each product so that actual amount of profit may be determined.

DOLLARS AND SENSE 1 - 2 Weeks

Concept: Money Management

Specific Objectives: To develop a plan for estimating expenses involved in working outside the home.

To develop a plan for budgeting the money earned.

To understand tax deductions.

Generalizations: Plans for spending vary according to individual or family standards.

Budgeting and saving contributes to security.

Basic Learnings	Experiences	Resources
	Classroom	
Deductions on pay check	Discuss standard deductions for all employees and the reasons for them.	A Job For You. Peake
Employer expenses for employee	Each student obtains information from some employed person concerning fringe benefits and their cost to the employer such as: vaction, profit sharing, insurance, etc. Employer explains deductions, required expenses and fringe benefits for a particular job.	Management for You. Fitzsimmons
Employee expenses	List possible expenses of employees such as: uniforms, bus fare, child care, extra help at home.	
Income tax deductions	A well informed person explains income tax. Study income tax manual .	"Talk About Taxes". Co-ed "Balancing the Budget." Co-ed

Basic Learnings	Experiences	Resources
Budgeting	Study and discuss budgets. Plan a budget for self.	"Budget Basics". Co-ed "The Convenient Way to Pay by Check" Co-ed
Banking	Visit a local bank to learn banking procedures. Practice writing checks and figuring bank balances.	

Evaluation: Select a specific job and list expected salary, deductions and expenses.

Write a paragraph telling how you plan to spend your earnings.

Make a form for a simple budget you think will work for you.

List banking procedures you plan to use.

COMMERCIAL EQUIPMENT 1 Week

Concept: Commercial Equipment

Specific Objectives: To become aware of intelligent selection, use and care of laboratory equipment.

To understand how conventional design and efficient lighting can be planned or replanned to offer flexibility in use of space.

To know that adequate and well planned storage is a key to good management

Generalizations: Well-chosen equipment correctly used and cared for contributes to success on the job.

Skillful use of equipment contibutes to safety.

Basic Learnings	Experiences	Resources
	Classroom	
Rules for selecting equipment	Discuss rules for selection of equipment for clothing area.	Experiences with clothing. Pollard
Furniture needed	Discuss pointers in selection of the following types of furniture: display stands, adjustable dress forms, three-way mirror, wall demonstration mirror, raised platform, tables for cutting, sewing machine, commercial machine.	Clothing Maintenance Specialist Better Homes and Gradens Living Book
Selection of pressing equipment	Use the following pressing equipment: ironing boards, ironing board trays, steam irons, commercial steam iron, point presser, pounding board, pressing ham, sleeve roll, pressing mitt, sleeve board, velvet board, needle, hem gauge.	A Unit Method of Sewing. Wald The Bishop Method of Clothing Construction. Bishop Sew A Fine Seam. Wilson

Basic Learnings	Experiences	Resources
Selecting small equipment	Clip pictures of the following equipment and discuss characteristics and use of each piece: eyelet punch, gauge 6", pin cushions, ripper, ruler, yard stick, screw driver, skirt or hem marker, T-square, metal pliers, tape measure, scissors, shears, thimbles, tracing wheels, chalk, thread, snap fasteners, tweezers, sewing box.	Modern Sewing Techniques. Mauch How You Look and Dress. Carson
Use of sewing machine	Demonstrate the following: correct posture for sewing stitching with various stitch lengths stitching straight Visit a sewing center to help understand the use of attachments. Practice to become skilled in use of sewing machine and attachments.	Many teaching aids are supplied free to schools by: Singer Sewing Machine Co. Education Dept. 149 Broadway New York, New York Film: Singer "What Makes It sew".
Uses of pressing equipment.	Explain importance of having ironing board the correct height. Demonstrate the use of the steam iron. Give students the quickie ironing test. Identify various styles of irons and explain their uses. Look at advertisements to show the qualities of each. Prepare display case with pressing equipment.	Instruction book for machine Home Laundering. Westinghouse Appliances The Art of Pressing Fabrics Pressing Made Easy
Adequate space and facilities	Field trip to observe facilities in a new homemaking dept. Prepare bulletin board showing correct usage of space and arrangement in a homemaking department.	Space and Equipment for Homemaking Department

Basic Learnings	Experiences	Resources
	Explain use of some other facilities: adjustable foam rubber dress forms skirt marker carbon paper and tracing wheel seam gauge pleater sharpening chalk for markings	
Care and use of equipment	Discuss importance of reading and following guides in instruction books.	How to Regulate and Care for Your Sewing Machine. Singer
Care of the machine	Demonstration on the following points: cleaning and oiling, replacing needle, regulation stitch, fabric pressure, tension.	
	Students working in couples practice cleaning and regulating the machine.	
Care of pressing equipment	Demonstration of cleaning, filling, emptying and storing the iron.	Iron instruction book
	Remove, clean and replace ironing board covers.	
Care of other equipment	Discuss care of small equipment with regard to storing, sharpening and protection from abuse.	

Evaluation:	Practical test given on cleaning, oiling, regulating a machine.	
	Increased respect for equipment should be noticed.	

CLOTHING SERVICES

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CRITERIA FOR JUDGING STUDENT READINESS FOR JOB

This instrument may be adapted for use by the student as well as the instructor.

1. Personal Qualities

______Tact in dealing with people
______Personal grooming
______Appropriate attire
______Ability to follow instructions
______Ability to accept constructive criticism
______Promptness
______Dependability
______Maturity in making decisions
______Good English, well spoken
______Enthusiasm for work
______Physically fit
______Emotional stability
______Assumes responsibility for completing job
______Consistant quality of work
______Understand and follow instructions
______Honesty in regard to time and supplies

2. Personal Skills

______Demonstrates mending skills
    ______1. Simple repairs
    ______2. Patching and/or darning
    ______3. Replace trouser pocket
    ______4. Replace broken zipper
    ______5. Re-hem and adjust hem length
______Demonstrates skill in lateration of patterns and ready-made garments
______Demonstrates skill in constructing garments for children and adults
______Demonstrates skill in laundering and cleaning
______Demonstrates knowledge of safety procedures
______Demonstrates knowledge of proper care and use of equipment
    ______1. Sewing equipment
    ______2. Laundry equipment
______Demonstrates knowledge when and how to use coin-op establishments
______Demonstrates knowledge of techniques of daily and seasonal storage of apparel
______Demonstrates knowledge of procedures for packing for travel and shopping for the employer

HOMEMAKER'S QUESTIONNAIRE

Name______________________________Occupation______________________________

Address______________________________Telephone Number______________________________

Children__________Yes______________No Ages______________________________

Would you be interested in hiring a high school girl, at a reasonable price to do the following:

1. Mend household linens or clothing _____Yes_____No
2. Alter hemlines _____Yes_____No
3. Make buttonholes or belts _____Yes_____No
4. Replace zippers or pockets _____Yes_____No.
5. Hem skirts _____Yes_____No
6. Cuff men's trousers _____Yes_____No
7. Make new garments for yourself or children _____Yes_____No
8. Iron or press clothing _____Yes_____No
9. Wash clothing by hand or machine _____Yes_____No
10. List any other clothing or sewing needs

Check the way you prefer to pay____________Job_______________Hour.

Remarks:

ON THE JOB EVALUATION

Name of student____________________Employer's name________________

Title of job____

Please circle each of the "YES" or "NO" as they apply to the items listed in regard to the pre-training unit your daughter just completed.

Please return to:____________________by____________________
Instructor Date

	Student		Parent	
1. Was the length of time spent on the job to long?	YES	NO	YES	NO
2. Did this training dusrupt home duties?	YES	NO	YES	NO
3. Do you feel the job experience was of a value?	YES	NO	YES	NO
4. Was too much expected while on the job?	YES	NO	YES	NO
5. Did this training interfere with school?	YES	NO	YES	NO
6. Do you feel that the class instruction prepared you (your daughter) for the world of work?	YES	NO	YES	NO
7. Would you recomment this course to other?	YES	NO	YES	NO

Additional comments:

Signed:

Student____

Parent____

WORK EXPERIENCE CONTRACT

Employee____________________________Age_____Social Security No.____________

Employee's Qualifications:

Personal__________________________ Experiences__________________________

Employer__________________________ Occupation __________________________

Place of work______________________ Time expected________________________

Duties expected of employee

Contract hours________________to______________Wage per hour______________

Date______________________________

Signed:

____

Employer

____

Employer

LETTER OF APPRECIATION TO EMPLOYER AND REQUEST FOR EVALUATION OF TRAINING FOR GAINFUL EMPLOYMENT PROGRAM

Dear Mr.___________________________:

Our first school year of gainful employment training is drawing to a close. Needless to say, you and other co-operative business people like yourself have made the program possible.

We, of course, are eager that it be worthwhile for all participants, and that it improve each year.

Will you please check the attached sheet and send to__________________, chairman of our advisory committee?

Yours truly,

____

Training Teacher

Leadership	GOOD	POOR
Training	GOOD	POOR
Trainee	GOOD	POOR

I believe the strongest point of the program was____________________________

____

I believe the weakest point of the program was_____________________________

____

I would be willing to participate again in 19____-______

Signed______________________________

EMPLOYEE EVALUATION REPORT

COMPANY____________________ EMPLOYEE____________________

ADDRESS____________________ DATE EMPLOYED____________________

DEPARTMENT____________________ JOB____________________

SUPERVISOR____________________ DATE OF EVALUATION____________________

How do you evaluate the employee on the following points? Be sure to consider each characteristic separately.

	Poor	Fair	Good	Excellent	Unobserved
I. **PRODUCTION EFFICIENCY** Amount of standard quality work he is capable of producing	___	___	___	_____	_____
II. **INITIATIVE** Ability to proceed with job without constant supervision	___	___	___	_____	_____
III. **MENTAL ALERTNESS** Ability to grasp new ideas and to solve problems	___	___	___	_____	_____
IV. **COOPERATIVENESS** Ability to work with others and win good will of other employees	___	___	___	_____	_____
V. **RESPONSIBILITY** General attitude toward job and company	___	___	___	_____	_____
VI. **LEADERSHIP** Ability to direct activity of others and handle new problems	___	___	___	_____	_____
VII. **HONESTY** Attitude toward company time and property.	___	___	___	_____	_____
VIII. **ATTENDANCE** Record for arriving at work on time and staying on the job unless excused.	___	___	___	_____	_____

SUGGESTIONS FOR AN ADVISORY COMMITTEE

Clothing Services

The advisory committee should be an unbiased group with its members representing the various socio-economic levels within the community. It is suggested that a minimum of one person should be selected from each of the following groups.

BUSINESS

- Alterationist
- Dressmaker
- Dry cleaner owner or manager
- Personnel director of a department store
- Store owner or manager
- Executive of a clothing factory

COMMUNITY AGENCIES

- Health and Welfare Office
- Employment Agency
- Social Security Office
- City or County Official
- Indian Service
- Hospital staff

HOMEMAKERS

- Young adult
- Middle age
- Older age
- Homemaker with children
- Employed homemaker

SCHOOL PERSONNEL

- Superintendent
- Principal
- Guidance counselor
- Distributive education
- Distributive business
- Curriculum specialist

PROFESSIONAL

- Home demonstration agent
- Home service representative
- Other homemaking teachers
- Home economist in business

The advisory committee should be chosen for a specific purpose and for a specified length of time. Some of the functions of an advisory committee are listed below.

- Actively support the program
- Interpret the program to the community
- Attend committee meetings
- Suggest and help secure resource people
- Advise, rather than make decisions
- Assist in evaluating the program
- Assist with surveys

FOOD SERVICES

FOOD SERVICES

OVERVIEW

Due to the homemaker's working outside the home, many services related to feeding the family have been taken over by agencies. Thousands of job openings in the food industry are expected to develop annually throughout the coming years. This creates a need for pre-occupational training to provide youth with skills which will contribute to their employability in food services.

The purpose of the course is to teach juniors and seniors in high school skills and knowledge in food services so that they may become employable in the food industry.

General Objectives:

To develop skills in the safe and sanitary handling of food.

To learn principles of quantity food preparation and service of quality products.

To develop understandings and abilities in the selection, use and care of equipment.

To become aware of the conservation of time, energy and money.

To develop an awareness of personal qualities needed for job success and for the dual role of employee and homemaker.

Use of the Materials:

Specific training and types of skills needed will be influenced by job opportunities and school facilities available. Student needs will vary according to background, training, experience and interest. The learning experiences included in this material are only suggestions, and any person using the material should adapt it to his individual situation.

Concept: Getting a Job

Specific Objectives:

To learn how to apply for employment.

To learn about possible jobs for self in the world of work.

To understand the importance of training and education for a dual role as employee and homemaker.

To become aware of vocational opportunities in the community available to students in food services.

Generalizations:

Knowledge of possible job opportunities in the field of food services provides a basis for job preparation.

Development of desirable personal qualities contributes to securing and holding a position.

Basic Learnings	Experiences	Resources
	Classroom	
Changing role of women	Discuss and read about the changing role of women in society; combination homemaker and wage earner.	Job Hunting. Co-ed May 1965
	Interview working homemakers to discover problems involved in the dual role.	How to Get the Job. Science Research Association or Braise
Food industry as a major economic area	Report findings on growth and importance of food industry	A Job For You. Peske, Scholastic Book Services
Job Opportunities	List possible jobs within the food industry. Study opportunities for advancement.	Trends In Eating Habits.
	Report interesting experiences in eating out.	Social Usage. Ann Free Your Job Interview.

Basic Learnings	Experiences	Resources
	Member of advisory committee suggests places of work available to students in food services within the community.	What Employers Want. Worthy - Science Research Foundation
Applying for a job	Study procedures used in job interviews. Demonstrate how to look when going for an interview.	Choosing Your Occupations.
Employer-employee relationships	Employers report on what is expected of an employee in various situations.	Job Guidance for Young Workers.
Work experiences	Plan for work experiences. Prepare personal data sheet for employer. Student-parent-teacher conferences in preparation for work experience	Film: Knowledge and Skill Threshold to Adult Living. How to Get and Hold the Right Job.

Evaluation:

Personal Data Sheet
Survey for Student Interests.

Concept: Grooming.

Specific Objectives:

To develop ability to select appropriate dress for food service work.

To acquire knowledge of the relationship of good health and posture to personal appearance and energy.

Generalizations:

A good personal appearance contributes to a favorable impression of the worker.

Good health habits and proper diet result in energy and enthusiasm for work.

Basic Learnings	Experiences	Resources
	Classroom	
Knowledge of how to select, wear and maintain appropiate clothes for one's job	Study advantages and disadvantages of various types of uniforms; compare materials, laundry qualities and comfort. If possible visit a store that sells uniforms or bring some uniforms to class to study.	Teen Age Guide Book. Jenkins, Bauer, and Shacter The Thalco Trainer. Almark Co.
	Discuss differences between regulation uniforms and individual choice uniforms.	Guide to Modern Clothing. Sturm
	Demonstrate spot removal of mustard, catsup, coffee, fruit juice, etc from uniform.	Food Service Industry.
Understanding that personal cleanliness is essential in a food service job	County health nurse or county sanitarian give a talk on importance of food handler health to health of customer.	A Job For You. Scholastic Book Service
	Show film: "Hash Slinging to Food Handling".	Film: "Hash Slinging to Food Handling"
The use of excessive jewelry, extreme hairdos, heavy makeup are inappropriate for food service employees	Collect a display of suitable jewelry to be worn with a uniform.	Secrets of Loveliness Home Economics Manual No. I Home Economics Publication

Basic Learnings	Experiences	Resources
	Cosmetologist gives demonstration on care of hands and nails, care of skin and proper application of makeup..	
Comfortable clothing and shoes are essential to reducing job fatigue and to encourage good posture on the job	Review readings on selection, fitting and care of shoes. (Field trip to specialist would be helpful.) Physical education teacher talks on good posture and demonstrates importance of simple exercises to improve posture. Class do routine posture practices daily for a period of time.	

Evaluation: Check sheet: Students Self-Rating Scale

Concept: Personal Relations in Job Training

Specific Objectives: To develop qualities conducive to getting along with people.

To understand that many people lose jobs from reasons other than lack of skills and abilities.

To create good work attitudes and understand the importance of following directions.

Generalizations: Cooperation with management of food service operations contributes to harmonious work relations.

Good work habits may be developed through effective use of time and energy.

Developing desirable relationships with others requires a knowledge of courtesy.

Basic Learnings	Experiences	Resources
	Classroom	
Factors other than job skills related to holding a position	Student, teacher, and employee have conference on job situations and expectations.	Exploring Your Personality. Henry. Science Research Assoc.
	Students make list of things he thinks he is supposed to do and compare with list of things his employer may expect him to do.	Your Personality and You. Simick. Science Research Assoc.
	List 15 qualities to help keep a job; also 15 ways to lose a job.	Future Jobs For the High School Girl.
Teamwork	Dramatize a personality conflict in a work situation that might develop on a job. Then role play a way of avoiding the development of situation.	Facts for Young Workers. The Thalco Trainer. Almark Co.
Organize use of time	Make a time schedule of preparing yourself for work. Practice ways of doing it in a shorter time.	Management of People in Hotel, Restaurents and Clubs. Lundberg and Armstes

Basic Learnings	Experiences	Resources
	Prepare a time schedule on any work situation. Suggest ways that the time used could be reduced.	Personal Adjustment to Business. Gates and Miller
Courteous behavior	Role play various situations between waitress and head chef, hostess and waitress, and waitresses working together to show how courtesy pays.	Exploring Your Personality. Research Science Association
	Role play a typical situation where the "Customer is Always Right."	
Work attitudes and ability to follow directions	Teacher observe the student on the job to understand the duties involved and supervise him.	
	Practice waitress skills and duties in class by following make believe directions by boss.	
	List and discuss various qualities which are desirable in getting along with customers; such as courtesy, tolerance, consideration, etc.	

Evaluation: Student Self-Rating Scale

SELECTION, USE AND CARE OF EQUIPMENT

Concepts:

Efficient Use of Food Service Equipment

Satisfactory Cleaning and Storage of Equipment

Work Simplification

Specific Objectives:

To work safely as a food service worker.

To obtain knowledge and to develop skill in the use and care of large and small equipment.

To gain understanding of work simplification on the job.

Generalizations:

Ability to use large and small equipment enables one to become an efficient worker.

Proper use, care and storage of tools results in satisfactory performance of lasting service of equipment.

Knowledge of the characteristics of materials used in the construction of equipment aids in determining correct use and care.

Organization of materials and tools and wise use of motions reduce fatigue and avoid confusion.

Safety of the worker demands practicing the precautions and using the devices furnished by the manufacturer.

Basic Learnings	Experiences	Resources
	Classroom	
Safety in the kitchen	Tour kitchen checking each piece of equipment for safety measures. Read instructions for each large piece and discuss. Keep record of accidents which happened in the home and school. Discuss how each of these could have been prevented.	Instruction sheets or booklets according to your department Be Safe at Home. E 689

Basic Learnings	Experiences	Resources
	Nurse demonstrates treatment of burns, cuts, bruises, scalds, electric shock and fainting.	*Red Cross First Aid Books.*
	Demonstrate removing foreign bodies from eye.	Newspaper Articles.
	Nurse demonstrates method of removing glass splinters from a wound.	
	Practice correct technique of picking up broken glass and handling knives and scissors.	
	Arrange first aid kit for the kitchen unit.	Pamphlet on home safety from county agents office.
Accidents common to food service areas	Talk by fire chief on causes of fires, preventive measures, and ways to control small fires. Demonstration on the use of fire extinguishers and other means of fire control.	
Causes of accidents	Bulletin board made of clippings and brochures entitled "This Could Be You" showing accidents common in food service. Use "Home Tested Recipe For No Fire Diet" in class discussion. (Oklahoma State University Extension Bulletin.)	*Management of People in Hotels and Restaurants and Clubs.* Lundberg and Armates *A Small Fire.* Dray Publishing Company
Safety guides	Discuss causes of accidents. Review safety and discuss how to avoid accidents and hazards.	*Food Service Industry*
Electrical equipment and appliances safety devices	School electrician talks about safety measures, cut offs, safety buttons, valves, cords, and other precautions and safety devices.	
Large equipment Use and care of: Deep fat fryer	Read carefully the manufacturer's directions for the use and the care of the deep fat fryer including cleaning procedure and proper care of the fat. Students practice by preparing french fried potatoes, then siphoning and straining the fat and cleaning the fryer.	*Fat Fryer.* Clawson *Care of Food Service Equipment.* Kitschevar and Terrell

Basic Learnings	Experiences	Resources
Grill	Instructor demonstrates how to use and clean the grill. Students examine the directions and use grill for broiling a food such as sausages or hamburgers. Follow the practice by cleaning the grill properly.	Food Service and Planning. Manufacturer's Direction Sheets. Clawson
	Review points learned about the use and care of the grill and fryer. List needed improvements and how to carry them out.	
Other equipment Steamer Stack ovens Trunnion	Field trip to eating establishment or hospital to observe the use and care of the steamer, stack ovens, trunnion, and other equipment.	Manufacturer's leaflets and illustrations
	Students write summary to present to class and follow with class discussion and evaluation of important things observed.	Care of Food Service Equipment. Clawson
	Find opportunities and use these pieces of equipment whenever possible.	
Commercial mixer	Observe in classroom or lunchroom, a demonstration on how to use and care for the commercial mixer. Practice by preparing a pudding mix or instant potatoes using the mixer. Practice dipping food with dipper, making neat servings. Clean mixer following the preparation period.	
Coffee makers	Review different ways of making coffee. Study advantages and disadvantages of each method. Discuss suitable food and equipment needed for a simple brunch or coffee. Prepare coffee using equipment in laboratory, lunch room or concession stand. Discuss coffee service and care of equipment.	Food for Fifty. Fowler, West and Schugart. Standards for Cafeteria Service. Dunning.
	Serve coffee with simple refreshments to faculty members, employees, advisory committee, and business people.	
Dishwasher	Show the film: "Flying Saucers" or "Spotlight on Breakage."	Film

Basic Learnings	Experiences	Resources
	Review the film discussing satisfactory dishwashing procedures and breakage. Refer to a bulletin board prepared on breakage records and costs. Discuss ways to reduce breakage and when to discard dishes. Observe the operation of a dishwasher noting factors previously discussed. Review and discuss points relating them to steps in dishwashing by hand.	Care of Food Service Equipment. Clawson
Ranges	Representative demonstrates the new features of the range, stressing principles of heating and uses.	
Smaller equipment Skillets, griddles pots and pans, dippers, ladles, french whip	Students report on different articles of equipment including selection, use and care. Display equipment discussed and compare according to factors needed in using such equipment.	Equipment for Young Homemakers. Peet and Thye
	Demonstrate equipment and practice using it.	
Knives	Examine kinds of knives, choice, uses, and storage. Teacher demonstrate the use of the french knife in making cabbage salad. Students practice using the knife. Discuss safety in using and storing the knives.	Young Homemaker's Equipment Guide. Peet and Thye
Food chopper	Prepare chicken for sandwiches using chopper.	
Toaster	Use the toaster to toast bread for sandwiches. Make sandwiches practicing cutting, placing the sandwich on plate and using a garnish. Clean food chopper and toaster and store properly.	
Salad maker	Follow directions for using salad maker in preparing cabbage and carrots for a congealed vegetable, pineapple salad. Clean and store salad maker.	Manufacturer's direction sheets Cornell University Bulletin No. 703 and 814
Simplifying work Analyzing the task Steps to follow Ways to improve present methods	Examine present arrangement of equipment. Decide where equipment will be used first or most often. Students develop plan for storage according to use. Discuss safe ways to store knives.	Time Management for Homemaking. Take It Easy in the Kitchen. Mich. State Univ. Ext. Bull.

Basic Learnings	Experiences	Resources
	Compile student ideas then rearrange small equipment in the laboratory. Analyze some work activities. Decide which jobs are related. Discuss ways to reduce fatigue and hurry, such as assembling materials before beginning work, eliminating unnecessary steps, and choosing related motions. Review ways to avoid difficult cleaning.	Small House Council. Univ. of Illinois - Bull. No. C531 C511 Easy Ways. Purdue Univ. Ext. Bulletin
Suggested activities for the small school which may be limited in equipment and funds	Visit a restaurant. County health or restaurant personnel discusses specific standards of care for restaurant equipment such as drink, ice cream containers, dish and pie storage areas and others. Observe actual cleaning of counter areas.	Management for Better Living. Starr Management of People in Hotels, Restaurants, and Clubs. Lundberg, Armatas
Restaurant - Care of special counter equipment	Job	
School lunch room Using equipment Practicing activities	Students rotate jobs in the lunch room as helpers at the steam table, dishwashers, serving plates, table service, and working with cashier.	

Evaluation: Develop individual plan to simplify work on the job. Demonstrate the activity in class.

List points to remember in use and care of the various pieces of equipment.

FOOD SERVICES

Concept: Sanitation In The Food Industry

Specific Objectives:

To develop understanding of principles involved in good sanitation.

To learn to handle food in a sanitary manner.

To develop appreciation of the importance of cleanliness.

To practice principles of personal hygiene.

To understand the importance of health laws and practices.

Generalizations:

An understanding of the principles of personal health and hygiene promotes improved practices related to them.

Satisfactory cleaning and storage methods and proper food handling contribute to the provision of good food.

The laws concerning food and food handlers provide one way of protecting public health.

Basic Learnings	Experiences	Resources
	Classroom	
Sanitary practices	Define sanitation. Discuss the history of sanitation.	
	Secure parental approval and take physical examination and immunizations. Fill out health certificate.	
	Talk by a health nurse. Name several ways germs are transmitted.	
	Discuss why persons affected with communicable diseases should not work in food service establishments. Talk by a sanitarian.	
	View and discuss the film: "Safe Food for Safe Health".	"Safe Food for Safe Health." Conty Health Dept.

Basic Learnings	Experiences	Resources
	Discuss importance of personal cleanliness and the sanitary preparation of food. Demonstrate and practice correct hand washing.	Food Service Industry and Sanitation. U.S. Dept. of Health and Welfare
	Discuss cleanliness of dress, hair, hands, finger nails, restroom sanitation, using tobacco, etc.	
	Demonstrate and practice correct method of dishwashing.	Detergents. Home and Garden Bulletin No. 49. Extension office
	Develop and use personal rating sheet.	
Food handling and public health	Discuss and evaluate the film: "Germs Take Potluck."	Film: "Germs Take Potluck" County Health Department
	Report on newspaper and magazine articles concerning food poisoning and disease. Study reproduction, shapes and habits of bacteria; control of food spoilage, sanitary care and handling of food when serving, temperatures of food to be served.	
	Observe microorganisms under a microscope. Prepare experiment showing bacterial growth.	
	Develop chart on proper handling of food to prevent spoilage.	The School Lunch. Cronan
	Visit a packing plant and discuss related learnings.	
Food and Drug Act	Discuss regulations of the "Pure Food and Drug Act."	
	Read and discuss the control of insects and rodents.	Controlling Household Pests. Use of Pesticides. Superintendent of Documents
	Discuss garbage and rubbish disposal and sanitary methods of cleaning garbage containers.	
	Report on practices related to sanitary practices as observed during work experience.	Food Service Sanitation Manual

Basic Learnings	Experiences	Resources
	Job	
	Observe and record practices related to sanitation during work experience.	**Sanitary Storage and Collection of Refuse**
	Rate self on personal rating sheet developed in class.	
	Practice correct habits related to sanitation.	

Evaluation:

Written examinations.
Oral and Written reports.
Written evaluation of field trips and talks.
Observation reports and personal rating charts.

Concept:	Quantity Food Preparation
Specific Objectives:	To appreciate the importance of time management and good work habits in food services. To realize that there is no substitute for properly prepared foods. To learn to make proper use of equipment to save time and energy. To understand and practice safety measures applicable to food preparation, storage and work activities in the kitchen. To understand the importance of balanced meals.
Generalizations:	Learning basic techniques and procedures for quantity food preparation contributes to the success of the food service worker.

Basic Learnings	Experiences	Resources
	Classroom	
Interpreting recipes Understanding terms and directions	Study different standardized quantity recipes to become aware of information in recipe-understanding of symbols, abbreviations, terms, directions, equipment, weight, measurements and temperatures. Show film: "Terms and What They Mean".	Food for Fifty. Fowler, West, Schugart. Recipes for Instructional Use. USDA
Adjusting standardized quantity recipes	Adjust a recipe according to quantity needed. Example: Divide the recipe in half and/or triple the recipe. Prepare biscuits.	U.S.D.A. Standardized Recipe File. (Okla. School Lunch Recipe File) School Lunch Room

Basic Learnings	Experiences	Resources
	Demonstrate the use of scales pointing out difference in weights of various ingredients. Example: Brown sugar and white sugar, sifted and unsifted flour. Product can be made during demonstration.	Homemaking for Teenagers, II. McDermott
	Show filmstrip: "Measuring Accurately."	Family Meals and Hospitality. Lewis, Peckham and Harvey
	Compare weights vs. measurements. Students or teacher demonstrate using a quantity recipe. Emphasize proper techniques of mixing, measuring, selecting equipment and safety. (butter cake, muffins, biscuits, or cookies.)	Mealtime. Oerke Thresholds to Adult Living. Craig
Selection, use, care, and arrangement of kitchen equipment for efficient operation	Explain good kitchen arrangement - use the school laboratory as an exmaple.	Handbook to Quantity Cookery
	Draw the school laboratory on the bulletin board. Place a straight pin or map tack at each piece of equipment.	Food Preparation Manual. NRA
	Do motion study of food preparation. Teacher stand at board with a piece of yarn. Have student read a recipe. For each activity the students will take the yarn to that area. This will show many unnecessary steps and trips around the kitchen.	Handbook of Food Preparation. AHEA Food Service Industry
	Re-do motion study making changes in placement of equipment and preplanning recipe procedure.	Supervised Food Services
	Compare school laboratory with commercial kitchens emphasizing size and placement of equipment. Visit public service facilities.	Equipment Maintenance Manual. Clawson
	Display small equipment for commercial food preparation stressing use and care. Discuss equipment in terms of safety, time and labor saving.	School Lunch Handbook. State Board of Education

Basic Learnings	Experience	Resources
	Prepare bulletin board showing pictures of small equipment show the do's and don't's of safety in its use.	
	Show Film: "Magic Knife." Flimstrip: "Safety in the Kitchen."	
Proper food storage Canned Frozen Fresh Dehydrated	Demonstrate rotation of canned foods as new supplies are received and discuss methods of keeping records of purchase dates. Show how cans will look if spoilage is occuring.	Mealtime. Oerke Family Meals and Hospitality. Lewis
	Study charts which show sizes of canned goods. Study labels and brands.	Charts
	Study proper temperatures, care and storage of frozen foods.	School Lunch Handbook. State Board of Education
	Compare advantages and disadvantages of buying frozen foods versus canned foods for quantity buying.	
	Study how to purchase, care for, and store fresh fruits and vegetables.	
	Demonstrate proper storage of dry foods such as spices, herbs, beans, etc.	
	Visit a grocery store or commercial firm to see how food is stored and how it is sectioned in the store. Study labels.	Food and Nutrition Curriculum Guide.
	Write a report on storage of canned, frozen, fresh and deydrated foods.	
Principles of cookery Salads Salad dressings	View filmstrip: "Song of the Salad"	
	Review principles and techniques of making salads and salad dressing.	Mealtime. Oerke
	Teacher demonstrate making a chef salad using good equipment and technique including the use of French knife, vegetable peeler, grater, chopping board, cheese slicer, or other equipment needed for making a salad.	Family Meals and Hospitality. Lewis

Basic Learning	Experiences	Resources
	Make salads and suitable salad dressings. Each group make a different salad. Suggested salads are: fresh fruit, meat or fish, congealed, vegetable. Make a family quantity. Evaluate salads for texture, attractiveness, color, flavor and storage.	Food for Fifty. Fowler Thresholds for Adult Living. Craig
	Discuss possibilities of each salad - a main course and accompaniement, etc. Discuss what salads are served best with what type of meals.	
	Report to class about salad making during the work experience.	
	Demonstration by two or three class members on congealed salad made in large quantity.	
Soups and sandwiches	Review principles of soups and sandwiches. Soups: types, seasonings, extenders, use in diets for the sick, commercial mixes. Laboratory experience in making various types of soup. Each group make one type in family quantity. Try to include a dry mix.	Mealtime. Oerke Food for Fifty. Fowler Thresholds to Adult Living. Craig
	View film: "The Ballad of Soup de Jour."	Film: "The Ballad of Soup de Jour"
	Sandwiches: Kinds (types), fillings, cutting and serving.	Modern Sandwich Methods
	Class laboratory: each group make only one kind of sandwich. Suggested types - grilled, club, open-faced, regular.	

Basic Learnings	Experiences	Resources
Pastry and fillings	Review pastry and fillings such as types of pastry and kinds of fillings.	Filmstrip: *All about Pie*
	Teacher demonstrate a standard pastry. Students demonstrate other types of crusts.	*Family Meals and Hospitality.* Lewis
	In small class have each student make pastry. Teacher demonstrate cream filling and meringue. Students make fillings for previously made pastry. Evaluate.	*Homemaking for Teenagers II.* McDermott
	View film: "Easy as Pie"	Film: "Easy as Pie"
	Do laboratory in quantity pastry making. Suggested types: cream and fruit. Sell pies made. Figure total cost per pie and allow some margin of profit for each pie sold.	*Mealtime.* Oerke
Breads Quick Yeast	Prepare bulletin board showing the different varieties of breads.	
	Visit a bakery to learn how methods and ingredients differ from home bread baking.	
	Review principles of quick bread such as: ingredients, methods of mixing, baking, mixes, compare cost of mixes with non-mix.	
	Make several products from a mix. Example: bisquick, pancakes, biscuits, and coffee cake.	*Homemaking for Teenagers II.* McDermott
	Prepare different kinds of quick breads including quantity recipes of quick breads. Evaluate finished products.	*Quick Breads.* Family Meals.
	Select girls to give demonstration on the different techniques as beating, stirring, folding and whipping.	

Basic Learnings	Experiences	Resources
	Review baking with yeast.	**Yeast Breads**.
	with mixing, punching down, and rising process.	**Mealtime.** Oerke
	Laboratory lesson on rolls or loaves of bread using quantity recipe. Repeat this laboratory if necessary to get a good quality product. Discuss and evaluate.	
	Report to class the kinds of breads served in work experience center.	**School Lunch Handbook**
	Special Interest: Set up a bakery department for a few days and sell products.	**Family Meals** **Bread You bake**
	View film: "Roll in the Making" and filmstrip "Bread You bake."	**Roll in the Making**
Vegetables	Study vegetable cookery such as: buying of vegtables - stress quantities - methods of preparation, possible equipment to be used, how to serve, use of garnish. Cream sauces could be taught in connection with vegetable cookery, also stress use of packaged sauce mixes. Compare cost, texture and quality.	**Mealtime**. Oerke Charts: Del Monte National Canners Assoc.
	Show filmstrip.	Filmstrip: Kraft Del Monte
	Give demonstration of vegetable cookery. Carrots, for example, too much water and over cooking affects taste, texture, and the appearance.	
	If a steamer, trunnion and deep fryer are available, demonstrate these methods of cookery. Demonstrate broiling and baking of vegetables.	
	Compare use of frozen, canned, and fresh vegetables in terms of cost and time.	
	Report on vegetable cookery during work experience.	

Basic Learnings	Experience	Resources
Table service	Study basic table service principles. Become aware of menus menu changes, customers choices.	Meal Planning and Table and Table Service. McLean
	Demonstrate proper way to handle dishes, silver, glassware. Students practice correct procedure.	Family Meals and Hospitality. Lewis
	Demonstrate and practice proper table setting for an individual cover.	
	View filmstrip: "Serving Meals Attractively"	Filmstrip: Serving Meals Attractively
	Practice taking orders and serving various foods.	
	Illustrate the saving of time and energy by using a tray, serving cart, etc.	
	Report from work experience about table service.	
	Job	
	These assignments would parallel with classroom learning.	
	During work experience: Report to class on quantity cookery. Assist with food preparation. Observe and evaluate equipment. Observe food storage procedures.	
	Assist with or observe: The making of salads, soups, and sandwiches. The preparation of pastries. Procedures of bread or roll making. Vegetables cookery. Meat preparation.	

Basic Learnings	Experiences	Resources
Cookies	Review basic principles of cookie preparation, emphasizing types, methods, uses, and storage. Select and make standardized quantity butter cookie recipe. Divide dough equally among groups and each make a different variation.	Family Meals Mealtime. Oerke
	Cookies may be served at faculty meeting, or FHA, or rest homes.	The Art of Making Cookies - Plain and Fancy. Ross & Disney
	Study party cookies. Locate and compile recipes, each group choose different recipe and prepare. Evaluate for appearance and taste. Figure cost.	Betty Crocker Cookie Cookbook
Cakes	Learn types of cakes: Methods, terms, equipment, temperature, and variations.	The Art of Fine Baking
	Evaluate cakes and fillings for keeping qualities, stressing storage. Demonstrate cutting and serving. Select recipes and prepare butter cakes and cooked frosting.	Pamphlets: Making Frostings. General Mills Better Baking. Proctor & Gamble Cakes for Teen Hostess. Pillsbury Cakes, Cakes, Cakes. Pet Milk Perfect Cakes and Cookies. Pet Milk
	Evaluate by judging cakes and awarding ribbons. Use butter cake mix and compare time, cost, and quality.	
	Prepare sheet cake and uncooked frosting by using standardized quantity recipes. Invite professional to demonstrate cake decorating. Cake can be sold or frozen for future use.	
	View filmstrip: "Beautiful Cakes"	Filmstrip: Beautiful Cakes
	Examine recipe for angel food cake. Study the ingredients, mixing techniques, baking temperatures, and variations. Prepare angel food cake variations, reserving egg yolks for future use. A mix may be used. Use this cake for preparing various other kinds of desserts.	

Basic Learnings	Experiences	Resources
Desserts	List other types of desserts that have not been made in class. From this list choose recipes for laboratory lesson.	Mealtime. Oerke Family Meals Ladies Home Journal Cookbook Betty Crocker Cookbook
	Suggestions: Rice pudding, baked apple, frozen desserts, refrigerator desserts, jelly roll, tapioca cream, tarts, dessert mixes.	
	This unit might follow the angel cake, so that egg yolks could be used. Demonstrate how to serve, garnish and store desserts.	Pamphlets: Jello Pineapple Industry
Protein cookery Milk Eggs Cheese Fish Poultry Meat	Review the basic principles of protein cookery. Demonstrate breaking and separating an egg, and the use of dry milk.	Mealtime. Oerke Foods for Better Living. McDermott
	Demonstrate effects of high and low heat on milk and eggs. Suggestions: Fried, soft and hard cooked, baked and poached.	Family Meals
	Evaluate milk and eggs for flavor, tenderness, and shrinkage.	Experiences with Food. Pollard
	View Films: "Effect of Heat on Milk" "Buying and Using Eggs"	Film: Effect of Heat on Milk Buying and Using Eggs
	Explain meaning of new cooking terms.	Wall Charts: Carnation Milk Egg Charts USDA
	Prepare baked custard in quantity. Try various recipes. Evaluate	

Basic Learnings	Experiences	Resources
	List kinds of cheese students are familiar with. Visit grocery stores to learn about additional kinds. Taste a variety of cheeses. Discuss care and storage of cheese.	Cookbooks: Betty Crocker Better Homes Practical Cookery General Foods
	View film and filmstrips: "The Festival of Cheese" "Kraft Foods"	Film: The Festival of Cheese Filmstrip: Kraft Foods
	Laboratory lesson: Prepare, serve and garnish a cheese omelet. Plan and serve a luncheon meal in quantity using vegetables, cheese, eggs and quick breads. Evaluate texture, color, flavor, general appearance.	Cheese in Your Meals Supt. of Documents
	Read and report on fish and fish cookery. Prepare a variety of small fish fillets using different methods of preparation as broiled, baked, fried, deep fat, casseroles. Analyze results.	"Fish" What's New. Home Ecomonics, May 1965.
	Read at least two references on poultry and be prepared to discuss purchasing, quality, cost, preparation, and storage of poultry.	
	Demonstrate dressing and cutting up of chicken.	
	Study different methods of preparing chicken - fried, broiled baked, and stewed.	
	Plan, prepare and serve meals using chicken as the main course. Prepare chicken in various ways.	
	Evaluate meals on plate appearance, hot foods, cold foods, attractiveness of table, neatness of kitchen throughout meal, and clean-up.	Meal Planning and Table Service. McLean

Basic Learnings	Experiences	Resources
	View filmstrip on meat: "National Livestock and Meat Board".	Filmstrip: "National Livestock and Meat Board"
	Learn to identify kinds and cuts of meats by using identification cards, filmstrips, bulletin boards, cutting charts, and pamphlets.	Filmstrip: Swift and Company Armour and Company American Lamb Council
	Field trip to local market to observe butcher cutting quarter of beef. Observe variety meats and preparation and grades of hamburger and sausage. Examine delicatessen and meat showcase. Identify different cuts. Discuss and evaluate field trip.	
	Prepare hamburger in many ways. Adapt recipes to serve 100	Cooking Meat in Quantity
	Plan, prepare, and serve simple dinner menu, using tender and less tender cuts of meat. Figure the cost of the meal, calorie count and nutritive values. Score plate appearance and work habits.	
	Use leftover meat by making hash, casseroles, meat pies, and gravies.	
	Collect recipes on economical ways to prepare meat.	
	Demonstrate time saving methods using the pressure cooker, steamer or what is available.	
	Report to class on meat cookery practices from work experience.	

Basic Learnings	Experiences	Resources
Beverages	Divide class into three groups. One group may make coffee another another tea, and another chocolate and cocoa. Discuss products and methods of preparation.	Mealtime. Oerke
	Check the grocery stores for recent additions in beverages.	Family Meals
	View filmstrip: "Coffee"	Filmstrip: Coffee
	Have several laboratory lessons on making coffee, tea, punch, frozen juices and fresh juices.	
	Prepare evaluation sheet for quality products in beverages.	
	Demonstrate the use of a blender for all types of drinks such as malts and shakes.	
	Discuss and practice how and where beverages should be served: how to pick up a glass, where to put the water glass, how to re-serve beverages, charges for refills, how to fill glasses, use of ice.	
	Report on personal experiences in preparing and serving beverage during work experience.	
	Trips to food services might be necessary to show some of these suggestions.	
Understanding basic principles of nutrition and meal planning	Bring to class menus from a restaurant, hospital or rest home. Study the menus and evaluate in terms of color, texture, flavor combinations, food value, and price range. Look for menu terms such as a la carte, table'd'hote, entree.	

Basic Learnings	Experiences	Resources
	Use these same menus and figure approximate time for preparation and evaluate them in terms of what we wish to achieve.	
	View film: "All in Knowing How" "Planning and Organization of a Meal"	Films: All in Knowing How. Planning and Organization of a Meal
	Plan a menu for one day being aware of daily food needs, good combinations, color, texture, cost and calories.	Mealtime. Oerke
	Guest speaker who has traveled extensively talks on experiences with food and meal service.	Family Meals
	Bring to class typical evening menus from places of employment and discuss how and why they vary.	Meal Planning. McLean
	Dietitian talks on foods and nutrition for all ages and needs.	Experiences with Foods. Pollard
	View filmstrips: "Planning Meals for Nutrition: "You and Your Food"	Filmstrip: "Planning Meals for Nutrition" " You and Your Food"
	Plan a days menu for a special diet such as high protein, low calorie, and diebetic.	Thresholds to Adult Living.
	Arrange picture food on a tray for one meal. Evaluate tray for attractiveness and type of diet.	
	Plan a five day menu for the evening meal in relation to your place of employment. Figure cost of one meal using employers cost if possible.	

Basic Learnings	Experiences	Resources
	Observe desserts served including when and how they are made, stored and served. Assume responsibility for making some beverages and practice beverage service. Become aware of menus, menu changes, customers choices. Practice correct service. Experiment with time and energy saving techniques. Evaluate self and employer.	

Evaluation:

Written tests.

Written individual assignments.

Group activity.

Observation reports of work experience.

Student self-evaluation.

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TEACHERS DAILY RECORD FOR GAINFUL EMPLOYMENT

Date:____________

Students Name	Job Experience	Location	Mileage	Time	Comments

Name______________

Date______________

Students Monthly Reporting Sheet

	Job Experience	Where Employed	Time Sheet	Amount Earned
Week I				
Week II				
Week III				
Week IV				

Students Weekly Reporting Sheet

	Job Experience	Where Employed	Time Sheet	Amount Earned
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Comments:

STUDENTS SELF-RATING SCALE
COMPARE YOURSELF WITH OTHERS

Please answer honestly	Yes	No	Some-times
I report to work on time			
I begin work promptly			
I turn out required amount of work			
I am courteous and calm during rush periods			
I keep my work well organized			
I try to improve my work			
I admit and accept responsibilities for my own errors			
I am alert for short cuts to save time and energy			
I keep myself clean and well groomed			
I try not to waste food or materials			
I follow instructions: Carefully			
Accurately			
Courteously			
Quickly			
I recognize and compliment good work of others			
I cooperate with other employees			
I do not allow my personal emotions to interfere with my work			
I am cheerful in my work			
I am friendly			
I have patience with customers			
I am entirely honest			
I notify the employer when unable to work or in an emergency			

Self-Rate Yourself

59-66	Above Average	Yes gives 3 points
58-44	Average	No gives 2 points
0-43	Below Average	Sometimes gives 1 point

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List Personnel First

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ERD-286

PROGRESS

Training for gainful employment helps students to progress.

This program:

- Provides more opportunities for possible advancement - trained persons are more likely to get and hold a job and receive promotions.
- Opens doors to future training in a field of special interest - upon completion of a course you may become aware of your skills and abilities and desire to seek more advanced training.
- Prepares you to enter the work force at a higher occupational level where there will tend to be room for you and where you are urgently needed.

You can...

learn

earn

serve

progress

through Gainful Employment

in Home Economics

LEARN

The time has come to bridge the gap between school and work for young adults. A vocational home economics gainful employment program will help your school accomplish this goal.

This Program:

- Is a part of the total school program.
- Provides opportunities that will help prepare high school students for employment.
- Allows and encourages students to complete graduation requirements.
- Includes a planned study of home economics, occupational orientation, and provides specific job training.
- Prepares students for future advancement in the world of work.

EARN

Supervised learning experiences in school and at work give students an opportunity to earn.

- Credits for high school graduation.

Number of Credits	Requirements
1 unit	1 hour class work and less than 10 hours a week work experience.
2 units	1 hour class work and 10 hours a week paid work experience.
3 units	2 hours class work and 10 hours a week paid work experience.

- Money for work experience in a vocational area of training.

Work experience means a paid job outside of school, related to in-school subjects, and under the supervision of both the employer and the school teaching staff.

SERVE

Students, you can serve. . .

Families and Your Community

- By becoming qualified for jobs which require trained personnel.
- By providing better services for families.

Students, you can serve. . .

Yourself

- By gaining pride and satisfaction from successful job performance.
- By moving toward financial independence.
- By becoming a contributing member of society.

- - - - - -

For additional information about this and other vocational home economics programs contact your school superintendent,

____

or

____

CHILD CARE SERVICES

- Gainful employment for child care services is designed to teach high school girls to become child care aides in day care centers, nursery schools, kindergartens and in other situations. She may serve in many capacities depending on the needs of local care center.

- Learnings and experiences in the class and on the job are designed to help the student develop skills, abilities and understandings needed to aid in the care of children. The prospective child care aide will study organization and programming of child care centers; growth, development and guidance of children; skills and responsibilities of the child care aide, and orientation to gainful employment.

- If you are a junior or senior in high school; if you love children, and enjoy working with them; if you are dependable and willing to learn; if you have a pleasant disposition and are in good health; you have many of the most important qualifications of a child care aide.

CLOTHING SERVICES

- Gainful employment in clothing services is designed to teach high school girls to become skilled in sewing and care of clothing so that they may be employable in business establishments and homes.

- The student will develop abilities, understandings and skills which will assist her in performing duties such as alterations, maintenance, restyling, specialized construction, and other services needed in the community.

- A trainee should be a junior or senior in high school who has an interest in clothing and style, an aptitude for sewing, patience and a liking for people. A girl with these qualities may find satisfaction and enjoyment using sewing skills to become a part of the exciting and ever-expanding clothing industry.

FOOD SERVICES

- Gainful employment in food services has been planned to teach high school youth to become assistants in nursing homes, hospitals, schools, restaurants, and in other industries related to foods.

- Classroom and job experiences will include the service of quality food in quantity and an introduction to the magnitude of the hospitality industry. Food service aides will earn and learn while assuming job responsibilities.

- Gainful employment in food service is offered by Vocational Home Economics to juniors and seniors who are cooperative, dependable and find enjoyment in serving the public.